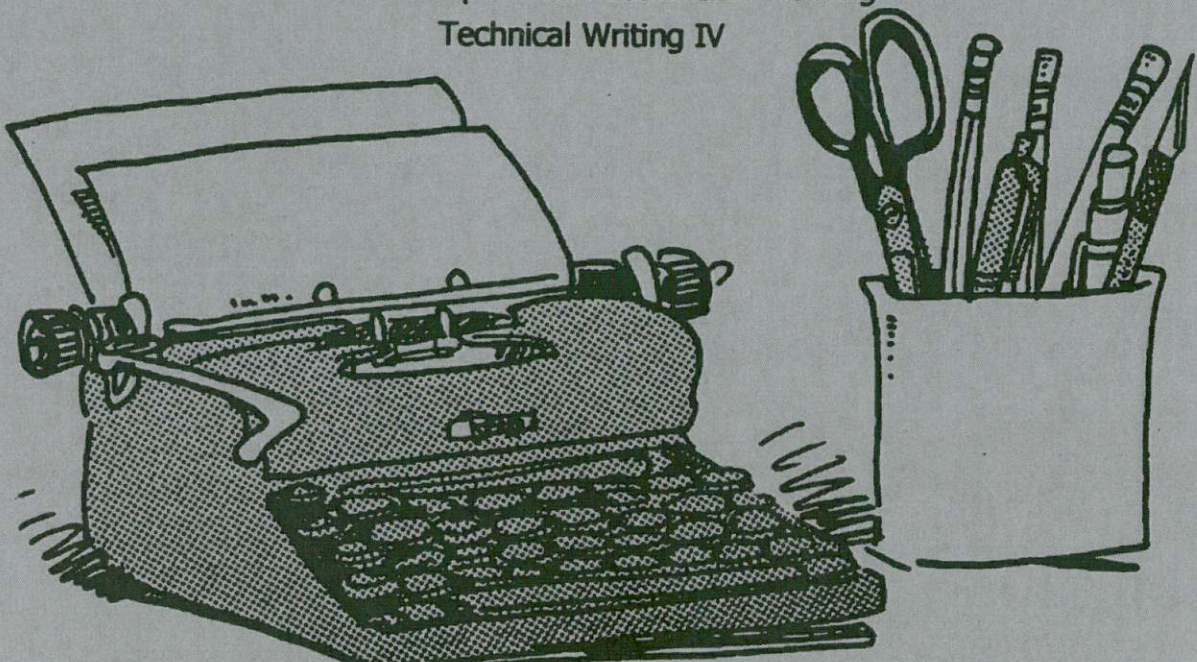


# Effective Technical Writing

A Reader and Workbook

Salt Lake Community College  
UDOT Transportation Technician Training  
Technical Writing IV





## Table of Contents

Developing an Effective Document.....	3
Planner and Organizer for your Document.....	5
Writing an Effective Letter.....	7
Audience Awareness.....	10
Writing Letters of Request.....	11
Letter of Request Assignment.....	13
Planner and Organizer.....	14
Peer Response to Letters of Request.....	16
Writing Letters of Complaint.....	17
Letter of Complaint Assignment.....	19
Planner and Organizer.....	20
Peer Response to Letters of Complaint.....	22
Practicing Effective Peer Response.....	23
Engaging in Effective Revision.....	24
Writing an Effective Memo.....	29
Sample Revision Memos.....	33
Memo Assignment.....	34
Planner and Organizer.....	35
Peer Response to the Memo.....	37

## Table of Contents continued

Writing an Effective Resume and Cover Letter.....	38
Resume and Cover Letter Assignment.....	39
Planner and Organizer for Resume and Cover Letter.....	40
Designing an Effective Resume.....	43
Peer Response for Resume.....	45
Designing an Effective Cover Letter.....	46
Peer Response for Cover Letter.....	48
Participating in an Effective Interview.....	49
Writing an Effective Meta-Cognitive Response.....	51
Writing an Effective Feasibility Study.....	52
Sample Feasibility Study.....	54
Feasibility Study Assignment.....	56
Planner and Organizer for the Feasibility Study.....	57
Peer Response for the Feasibility Study.....	60
Effective Document Design.....	61
Writing an Effective Progress Report.....	63
Progress Report Assignment.....	65
Sample Progress Report.....	66
Planner and Organizer for the Progress Report.....	67
Giving an Effective Oral Presentation .....	70

## Table of Contents continued

Effective e-mail etiquette.....	74
Developing Effective e-mail.....	75
Plagiarism and Research.....	76
Summary and Paraphrase example.....	77
Summary and Paraphrase assignment.....	78
Evaluation of support.....	79
Revision video worksheet.....	80
Handling Problems of Revision.....	81
Message Blundered.....	86
Effective Research.....	87
Effective Website Evaluation.....	88
Effective MLA Citation.....	89
MLA Worksheet.....	96



## Developing an Effective Document

We are going to review how you get started with an effective document. The first step is **planning**.

### *Objective:*

Planning is crucial to successful writing. Planning is frequently neglected, but in the long run, good planning will save time and will increase effectiveness.

### *Guidelines:*

The following planning guidelines can help you ensure that your tasks are properly planned before you draft documents:

- **Use a planner** to define your task. If you are working collaboratively get help from others to complete the planner.
- **Write a purpose statement** that spells out what you want readers to **do**, **feel**, and **know**.
- **Identify your readers** and their needs and priorities.

Your next step is to **brainstorm** ideas and approaches that will achieve the results you have defined.

### *Objective:*

Brainstorming is the rapid dumping of ideas on to paper or into your computer. Brainstorming will help you generate many ideas quickly, be creative, and avoid writer's block, if you follow these guidelines:

### *Guidelines:*

- **Write quickly** without stopping.
- **Record** everything that comes to mind.
- **Don't judge** your ideas or the ideas of others.
- **Don't worry** about grammar, spelling, and punctuation.
- **Don't organize** your ideas until later.

The third step is **organizing** your ideas to meet your readers' needs.

*Objective:*

Group and arrange your ideas to meet readers' needs. Create mock-ups of documents according to sound principles of effective organization.

*Guidelines:*

- **Group and arrange** your brainstorming ideas.
- **Mock up** larger, more complex documents using an Organizer.

Your next step is to **draft the document**.

*Objective:*

Create first drafts quickly and easily by referring to predrafting material. Resist the temptation to edit while drafting.

*Guidelines:*

- **Work from your Organizer.** Your main ideas, headings, notes, and summary are already locked in. All you have to do now is to turn your notes into paragraphs and sentences.
- **Begin anywhere.** Write first what you feel most comfortable with. Save the rest until later; the phrasing and words will come. Remember that this is your rough draft and not your final copy.
- **Write quickly.** Writing quickly takes advantage of the productivity and creativity of the mind.
- **Resist the temptation to edit.** Don't slow yourself down by worrying about grammar, punctuation, spelling and word choice. You will have time later to revise your writing.
- **Let your draft cool.** When you finish writing, you will be too close to the draft to see it objectively. Save the draft and let it cool for awhile. You will see it later from a fresh perspective and thus revise it more effectively.

The final step in the writing process is **revising**.

*Objective:*

Use a three-stage process for revising documents effectively by focusing on overall message, style, and proofreading issues in sequence.

*Guidelines:*

- **Highlight the main point of your message** to ensure it is clear, bold, and up front.
- **Check your style** to ensure it is clear, correct and concise.
- **Proofread** to ensure correct punctuation and spelling.

## Planner and Organizer for your Document

What is the purpose of your document? \_\_\_\_\_

When is it due? \_\_\_\_\_

Determine the subject of your document?

Write a subject line for your document: \_\_\_\_\_

\_\_\_\_\_

What do you want your reader to:

Do: \_\_\_\_\_

\_\_\_\_\_

Feel: \_\_\_\_\_

\_\_\_\_\_

Know: \_\_\_\_\_

\_\_\_\_\_

Identify your readers:

Reader's Priorities

Reader: \_\_\_\_\_

Reader's Priorities

Reader: \_\_\_\_\_

Reader's Priorities

Reader: \_\_\_\_\_



List the benefits of your recommendations to your reader:

---

---

---

Turn your suggested benefits into headings, then brainstorm the details of these benefits:

Heading: \_\_\_\_\_

Details: \_\_\_\_\_

---

Heading: \_\_\_\_\_

Details: \_\_\_\_\_

---

Heading: \_\_\_\_\_

Details: \_\_\_\_\_

---

Close by restating the do and know statements: \_\_\_\_\_

---

---

## Writing an Effective Letter

*Writing a good business letter is an art. It is a one-sided conversation with the reader. To be effective in business communication it is helpful to take some time to identify the reader. What is the warrant of the reader and what are his needs and concerns.*

*Letters can be more personal than other types of writing. They frequently use such pronouns as I, we, and you.*

Letters also have several typical organizational features.

**Letters follow a particular format.** Common business formats are, the unblocked format, the semi-blocked format, and the blocked format.

Look at samples:

### Unblocked

Carol Sieverts  
Salt Lake Community College  
4600 South Redwood Road  
Salt Lake City, Utah 84130  
31 October 2000

John Doe  
Utah Department of Transportation  
4501 South 2700 West  
Salt Lake City, Utah 84111

Subject: Letter Writing Format

Dear Mr. Doe

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Sincerely,

*Carol Sieverts*

Carol Sieverts  
Salt Lake Community College

CS:em

Enclosure

cc: Mi Yon Hodges

### Semi-Blocked

Carol Sieverts  
Salt Lake Community College  
4600 South Redwood Road  
Salt Lake City, Utah 84130  
31 October 2000

John Doe  
Utah Department of Transportation  
4501 South 2700 West  
Salt Lake City, Utah 84111

Subject: Letter Writing Format

Dear Mr. Doe

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Sincerely,

*Carol Sieverts*

Carol Sieverts  
Salt Lake Community College

CS:em

Enclosure

cc: Mi Yon Hodges

## Blocked

Carol Sieverts  
Salt Lake Community College  
4600 South Redwood Road  
Salt Lake City, Utah 84130  
31 October 2000

Jane Doe  
Utah Department of Transportation  
4501 South 2700 West  
Salt Lake City, Utah 84111

Subject: Letter Writing Format  
Dear Ms. Doe

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Sincerely,



Carol Sieverts  
Salt Lake Community College

CS:em

Enclosure

cc: Mi Yon Hodges

## Continuation Page

Carol Sieverts                      -2-                      31 October 2000

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Sincerely,



Carol Sieverts  
Salt Lake Community College

CS:em

Enclosure

cc: Mi Yon Hodges



## Letters employ specific writing strategies.

### Headings-

**The first line of the letter should be the writer's address.** It should appear approximately two-thirds of the way across the page, followed by the date. When ever possible a business letter head can be used. In such cases only the date is used as the first line of the heading.

**The next section is the reader's name.** Skip two line spaces then print the reader's name on the left margin followed by the reader's job title, and the reader's organization or company. Then write the organization's street address, the organization's city, state and zip code. Each item is on a subsequent line.

Then **it is helpful to offer a Subject line**, which will acquaint the reader with the subject to be discussed.

**The next line is the salutation.** This is an important part of the letter. There is a big difference in formality between "To Whom It May Concern", "Dear Mr. Schmidt," or My Dear William and Hi Bill. Make sure you are aware of just what level of formality you wish to present.

Ms. has eliminated the need to know marital status before writing but if you aren't sure of gender it can be challenging. Sometimes the best thing to do is call to discover the reader's gender before your begin writing.

### Body-

**The first paragraph should orient the reader to the topic of the letter.**

**The second paragraph should indicate why the reader should be willing to respond.**

**The third paragraph should indicate exactly what the writer is requesting the reader to do or to provide.**

**The next step is the closing.** Sincerely or Sincerely yours works well.

### Conclusion-

Skip three line spaces then **type your name**, so there will be room to sign your name above.

Then there is **the initials line**. This indicates that someone other than the writer has typed the letter. The capital letters indicate the writer followed by a colon then small letters indicate the typist.

The next line indicates an **enclosure**.

Finally there is space for a **copy line** which indicates names of people that copies of the letter have been provided for.

## Audience Awareness

Name:

Date:

Divide into groups of four. Take the advertisement passed to your group and determine the claim, the warrant and the effectiveness of the support.

1. What is the claim of your advertisement?
2. What is the support or data used by your advertisement?
3. Is it effective support?
4. What is the warrant of your advertisement?
5. Do you personally find this an effective advertisement? You may write your personal opinion. You do not have to agree as a group.

# Writing Letters of Request

## Letters of Request

Frequently writers need to construct letters which request needed information or material. This type of communication definitely requires clarity.

**There are three basic elements in letters of request.** Letters of request should:

- Orient the reader to the topic and purpose of the letter.
- Focus on why the writer should be willing to respond to the request.
- Indicate exactly what the writer would have the reader provide.

### Sample Letter of Request

Carol Sieverts  
Salt Lake Community College  
4600 South Redwood Road  
Salt Lake City, Utah 84130  
31 October 2000

Ms. Jane Doe  
Engineering Department  
Intermountain Technologies, Inc.  
45 Park Way Drive  
Salt Lake City, Utah 84111

Subject: Purchase of a Computer System

Dear Ms. Doe

Salt Lake Community College is interested in purchasing a multifunction computer system. Because of the growth of the student population our present computer system is inadequate.

We need our computers to network between departments as well as with the college as a whole. We will not be replacing all computers campus so compatibility is a central issue.

We are considering purchasing ten of the IBM Plus system along with its peripheral equipment. However, before we can make a final decision, we must review the following:

- 1) Information on the cost of the IBM Plus system and its peripheral equipment
- 2) Information on the pascal software available with the system
- 3) Specifications for the computer system and its microprocessor

Could you please send us whatever information you have which addresses these questions? Thank you for your prompt attention to this matter. I am looking forward to hearing from you in the near future.

Sincerely,



Carol Sieverts  
Salt Lake Community College

CS:em



## Letters Written in Response to Letters of Request.

Response to a request requires the writer to address the reader's previous requests.

**There are three basic elements in a response to letters of request.** A letter in response to a request should:

- Orient the reader to past correspondence.
- Identify the purpose of the letter, reminding the reader of his or her request and any agreed upon conditions.
- Provide any information requested.

### Sample Letter in Response to a Letter of Request

Intermountain Technologies, Inc.  
45 Park Way Drive  
Salt Lake City, Utah 84111  
31 October 2000

Carol Sieverts  
Salt Lake Community College  
4600 South Redwood Road  
Salt Lake City, Utah 84130

Subject: Response to a request for IBM Plus Computer System  
Information

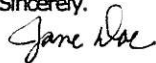
Dear Ms. Sieverts,

On October 31, 2000, you requested information about our IBM Plus Computer system. Our computer system is very effective and should meet the needs you detailed in your letter.

I have just received your letter and I am sending by return mail the information you requested. I am also enclosing, for your reference, information on two other systems which might meet your specified needs.

If there is anything else we can do to help you in this matter please feel free to call us at our 1-800-345-9078 help line. We would be very happy to help you meet your computer needs. Thank you for considering our company in this matter.

Sincerely,



Ms. Jane Doe  
Intermountain Technologies

JS:tm

Enclosure

## Letter of Request Assignment

Using the appropriate letter format, write a letter of request considering the following options. Your letter should be no more than 1 or 2 pages in length.

### Option #1

Write to JTD computers, Inc., to lease three Hewlett-Packard laserjet printers. You want one printer shipped to each of three branch offices of the Wisconsin Plastics Company. The three addresses are 1753 W. Market Street, Chicago, Illinois 60622; Industrial Plaza, Cleveland, Ohio 45207; 9350 Forest Reserve Drive, Fort Mason, Indiana 47967. Remind JTD Computers that you need proper protocol interfaces and cables to attach to a System 38. You would like font cartridges A and B. The branch offices need these quickly, so ask for special rush service. You would prefer a 3-year lease but will take whatever is standard.

### Option #2

Select a "real world" letter of request at least one page in length. Critique the letter, pointing out both effective and ineffective aspects of the sample. Then submit a revision of the sample. Do not change the original situation in the writing sample just improve the message. You may add logical material to improve your revision.

### Option #3

Write a "real world" letter of request using and actual situation and actual information. This letter may be one you intend to send or it may be one done simply for the assignment.

## Planner and Organizer for your Document

### *Planner for a letter of request.*

What is the purpose of your document? \_\_\_\_\_

When is it due? \_\_\_\_\_

Determine the subject of your document? \_\_\_\_\_

Write a subject line for your document: \_\_\_\_\_  
\_\_\_\_\_

What do you want your reader to:

Do: \_\_\_\_\_  
\_\_\_\_\_

Feel: \_\_\_\_\_  
\_\_\_\_\_

Know: \_\_\_\_\_  
\_\_\_\_\_

Identify your readers:

Reader's Priorities

Reader: \_\_\_\_\_  
\_\_\_\_\_

Reader's Priorities

Reader: \_\_\_\_\_  
\_\_\_\_\_

Reader's Priorities

Reader: \_\_\_\_\_  
\_\_\_\_\_



List the benefits of your recommendations to your reader:

---

---

---

Turn your suggested benefits into headings, then brainstorm the details of these benefits:

Heading: \_\_\_\_\_

Details: \_\_\_\_\_

---

Heading: \_\_\_\_\_

Details: \_\_\_\_\_

---

Heading: \_\_\_\_\_

Details: \_\_\_\_\_

---

Close by restating the do and know statements: \_\_\_\_\_

---

---

## **Peer Response to a Letter of Request**

Your Name:

Peer Response Group Names:

1. Who is the writer addressing?
2. What is the purpose or thesis of the letter? Be specific—is there a particular phrase, sentence, or passage that alerted you to the writer's purpose? If not, where would you like this information to be?
3. How does the writer seem to want the reader to respond? How can you tell?
4. Describe the tone of the letter. What kind of personality seems to come through in the letter? Do you think the intended reader will respond well to this approach?
5. Is the letter in appropriate format for the topic?
6. Is the letter virtually error free? Has the writer taken care to avoid sentence fragments and run-ons? Is there evidence of careful spelling?
7. What did you personally like about this document? Cite specific examples either on this sheet or on the paper itself.
8. Would you have any recommendations to improve the letter? Please be specific. How does the writer seem to want the reader to respond? How can you tell?

# Writing Letters of Complaint

## Letters of Complaint

Sometimes writers need to address issues of complaint. The writer may have received a part different than that which was ordered, one that is defective, or one that does not perform as advertised. The writer may have been badly treated by someone, or may be exasperated by a dangerous situation. A letter of complaint encourages correction of the situation.

**There are two basic elements in letters of complaint.** A letter of complaint should:

- Identify the nature and seriousness of the problem.
- If possible, request or suggest a solution to the problem.

## Sample Letter of Complaint

Carol Sieverts  
Salt Lake Community College  
4600 South Redwood Road  
Salt Lake City, Utah 84130  
31 October 2000

Ms. Jane Doe  
Engineering Department  
Intermountain Technologies, Inc.  
45 Park Way Drive  
Salt Lake City, Utah 84111

Subject: Unsatisfactory scanner

Dear Ms. Doe

Two weeks ago I purchased a multifunction scanner from Intermountain Technologies for my NEC MultiSync M500 computer. (Reference sales order #RT3568). Your sales representative told me that your scanner would be compatible with the NEC Computer. Unfortunately, when I tried to install the scanner it would not respond.

I am writing now to request instruction for adapting your scanner to my computer. If you have such instructions, I would appreciate receiving them as soon as possible. I need to use the scanner within two weeks, if that is possible, and I cannot operate it until I have suitable directions.

If your multifunction scanner cannot adapt to the NEC computer, I would like to return the scanner for full credit and find a suitable substitute from another supplier.

Thank you for your prompt attention to this matter.

Sincerely,



Carol Sieverts  
Salt Lake Community College

CS:em

## Letters in Response to Letters of Complaint

Response to letters of complaint require the writer to look knowledgeable, helpful, concerned and appropriately apologetic.

**There are three basic elements in a response to letters of complaint.** A letter of complaint should:

- Identify the purpose of the letter, reminding the reader of the complaint and the suggestions the reader made for dealing with the complaint.
- Deal with the complaint, outlining what the writer can do to help the reader.
- Assure the reader of the writer's goodwill and appropriate attention to the problem.

### Sample Letter in Response to a Letter of Complaint

Intermountain Technologies, Inc.  
45 Park Way Drive  
Salt Lake City, Utah 84111  
31 October 2000

Carol Sieverts  
Salt Lake Community College  
4600 South Redwood Road  
Salt Lake City, Utah 84130

Subject: Response to need for scanner instructions.

Dear Ms. Sieverts,

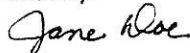
On October 31, 2000, you wrote to me about a problem you were having adapting our multifunction scanner to a NEC MultiSync M500 computer. You requested instructions for adapting our scanner to your computer.

I have just received your letter and am sending by return mail the instructions you requested. I am also enclosing, for your reference, the configuration plan of our scanner.

Fortunately, it will be very simple to accommodate our multifunction scanner to your NEC computer. If you follow these simple instructions, I am sure that your new scanner will work perfectly.

If there is anything else we can do to help you in this matter please feel free to call us at our 1-800-345-9078 help line. We firmly believe that customer service is our most important product.

Sincerely,



Ms. Jane Doe  
Intermountain Technologies

JS:tm

Enclosure



## Writing Letters of Complaint Assignment.

Using the appropriate letter format, write a letter of complaint or respond to a letter of complaint considering the following options. Your letter should be no more than 1 or 2 pages in length.

### Option #1

Mary James wrote to the National Mutual insurance company to cancel her automobile policy because they have been lax in handling her claim. She was involved in an accident two months ago. Her car was seriously damaged and she has been suffering from whip lash. She has written two other letters to the company and she has not had any response. She would like immediate attention given to her doctor bills as well as to her car repair bills. Write a letter in response to her complaint. You may fill in any details that you feel are necessary.

### Option #2

Select a "real world" letter of complaint at least one page in length. Critique the letter, pointing out both effective and ineffective aspects of the sample. Then submit a revision of the sample. Do not change the original situation in the writing sample just improve the message. You may add logical material to improve your revision.

### Option #3

Write a "real world" letter of complaint using and actual situation and actual information. This letter may be one you intend to send or it may be one done simply for the assignment.

**Planner and Organizer for your Document**  
*Planner for a letter of complaint.*

What is the purpose of your document? \_\_\_\_\_

When is it due? \_\_\_\_\_

Determine the subject of your document?

Write a subject line for your document: \_\_\_\_\_

\_\_\_\_\_

What do you want your reader to:

Do: \_\_\_\_\_

\_\_\_\_\_

Feel: \_\_\_\_\_

\_\_\_\_\_

Know: \_\_\_\_\_

\_\_\_\_\_

Identify your readers:

Reader's Priorities

Reader: \_\_\_\_\_

Reader's Priorities

Reader: \_\_\_\_\_

Reader's Priorities

Reader: \_\_\_\_\_

List the benefits of your recommendations to your reader:

---

---

---

Turn your suggested benefits into headings, then brainstorm the details of these benefits:

Heading: \_\_\_\_\_

Details: \_\_\_\_\_

---

Heading: \_\_\_\_\_

Details: \_\_\_\_\_

---

Heading: \_\_\_\_\_

Details: \_\_\_\_\_

---

Close by restating the do and know statements: \_\_\_\_\_

---

---

## **Peer Response to Letter of Complaint**

Your Name:

Peer Response Group Names:

1. Who is the writer addressing?
2. What is the purpose or thesis of the letter? Be specific—is there a particular phrase, sentence, or passage that alerted you to the writer's purpose? If not, where would you like this information to be?
3. How does the writer seem to want the reader to respond? How can you tell?
4. Describe the tone of the letter. What kind of personality seems to come through in the letter? Do you think the intended reader will respond well to this approach?
5. Is the letter in appropriate format for the topic?
6. Is the letter virtually error free? Has the writer taken care to avoid sentence fragments and run-ons? Is there evidence of careful spelling?
7. What did you personally like about this document? Cite specific examples either on this sheet or on the paper itself.
8. Would you have any recommendations to improve the letter? Please be specific.
9. What, if any, were the concerns of the writer? Were you able to help the writer achieve his or her goals?



## Practicing Effective Peer Response

There are certain rules to follow which make the practice of peer response more effective.

*Begin by dividing into peer response groups. Four is the optimum number. After you introduce yourselves, determine whose paper is going to be considered first. The first writer will read their paper out loud to the group.*

Then the writer should listen to the response of the group without making any comment. (Works of writing should be able to stand independently.)

### Instructions for listening to another's response

1. Be quiet and listen. Don't make excuses for your writing.
2. Don't stop others from giving you their honest reactions. Your body language too can signal that you don't value their response. All feedback may not be helpful or true, but all feedback deserves consideration.
3. Remember, another's response cannot tell you how good or bad your writing is. It can only tell you how people respond to your writing.
4. Notice what the responders don't say. If you were trying to make a particular point, and no one seems to have noticed, they don't have to tell you that your writing didn't achieve the desired effect.

### Instructions for responding to another's writing

1. Be positive rather than negative. Always begin with the part you like best or feel is strongest about the writing. Be concrete, pick out specific words, phrases, and sentences, that you find particularly effective.
2. Use "I" language. Don't say, "This piece is confusing and dull." Say, "At this point I had trouble understanding the point you were making." Describe your own reaction leaving the writer free to use it or not, as he or she sees fit.
3. It helps to follow the response sheets provided for the assignment, even if you think the questions seem self-explanatory. Telling the writer what you believe to be the main point may be a real revelation to the writer, if it is not what the writer intended.
4. When you do make suggestions, make them specific instead of general. To be told that the writing is "dull" is not as helpful as to be told "more action verbs would help" or "I'd like to know what colors those balloons are and what specific songs the band was playing." A comment like "that's nice" is no help at all!

### Instructions for final response

After the group has made their comments then the writer may ask specific questions.

To the writer:

It helps to have questions ready. Consider using specific questions to encourage response in areas where you feel you could use help.

To the responder:

Always respond in areas where the writer asks questions or wants advice. Let the writer control the direction of the comments as much as possible. Some people are more ready for suggestions than others. After giving your honest opinion steer away from areas where the writer obviously wants no more advice.

# Engaging in Effective Revision

*Make the revision process easier by breaking it into three parts.*

1. *Be sure your content is clear and readable.*
2. *Check your sentence structure and your paragraphing to be sure they are clear and correct.*
3. *Proofread to be sure you have correct punctuation and spelling.*

## **Review your content to make sure it is clear and readable.**

Content is the most important part of your writing. Thoughtful clear communication of ideas is why we write. Remember, nothing takes the place of clarity.

Check your content to be sure the reader understands what you are trying to say.

- \* Is the information clear and correct?
- \* Does the content fit the readers?
- \* Would more or less information improve the way the reader understands your paper?

## **Revise your sentence structure and paragraphing.**

### **What is a Sentence?**

A sentence must have at least one independent clause. An independent clause must have at least one subject and one predicate. If you can ask a sensible "Yes/No" question about your statement, you have an independent sentence.

*To make a "yes/no" question, start with a helping verb—a word that you can put "not" right after such as "does/do/did," "is/are," "was/were," or "will".*

When you make your sentence into a question it might look like this:

He looks sleepy.

Does he look sleepy? (It can be answered with yes or no.)

### **What Causes Sentence Fragments and What Do They Look Like?**

In everyday talk we don't always use independent clauses. We make pauses while talking. This does not divide up the message the same way you would do if you were writing a sentence with commas and periods. For example the following example might be easily understood when spoken, but it seems strange and difficult to follow when written:

First I went and I bought all the things needed. Bought two rolls of wall paper. A knife. A knife to cut the paper. And. Paste. Then. Went home to go to work on the bathroom.

To clarify this example for written communication you might try the following:

First I went and bought all the things I needed. I bought two rolls of wall paper, a knife and wall paper paste. Then I went home to go to work on the bathroom.

Can you see the difference?



There are several reasons for writing fragments. Some of them might be:

- A fragment sometimes gets used to answer a question.  
*My brother was late last night.*  
*Your brother was late?*  
*Yeah, about 2:00 A.M.*
- A fragment may occur when you pause during a statement and then continue.  
*Every year, terrible violence occurs in our cities. Because people don't do anything to punish offenders.*
- A fragment can occur by making a long modifier a sentence.  
*Beginning the race, Jane's performance was amazing. Averaging five minute miles every lap.*

### How Can You Fix Sentence Fragments?

First, attach the fragment to a nearby sentence. You might need to change a period to a comma and make a capital letter into a small letter; for instance:

*The Utah Jazz delivered a six-and-two start. Building high their loyal fans hopes.*

To correct the fragment it could be changed to:

*The Utah Jazz delivered a six-and-two start, building high their loyal fans hopes.*

Second, supply the parts the fragment doesn't have: A subject, an agreeing verb, or both.

*The results of the past election were not in the voters best interests. Should have known about the scandal sooner.*

To correct the fragment it could be changed to:

*The results of the past election were not in the voters best interests. The voters should have known about the scandal sooner. [Subject supplied]*

Third, put key words from the fragment somewhere inside the nearby sentence.

*The movie was bad. Far too confusing to understand.*

To correct the fragment it could be changed to:

*The movie was far to confusing for me to understand.*

### Practice fixing sentence fragments.

1. Never goes anywhere any more. Really depressed. Susan from my English class.
- 
-

2. Who could write a paper like that? Only a professional writer.

---

---

3. Usually very formal. Maybe a velvet suit, silk shirt, and high heeled shoes. That's what she likes to wear.

---

---

4. During the tornado, when buildings were destroyed. We were in a shelter. Luckily.

---

---

### **What Is A Run-On and What Does It Look Like?**

Your paper will be better written if it does not have run-on sentences. Most run-on sentences have a lot of independent clauses, either with no linking word or with a linking word from this list: "and," "but," "or," "so." ("Yet" and "for" are used but less often.) If you have used more than three independent clauses your sentence is likely to be a bit long and awkward.

For example:

*I went to Sears, and the clerk checked my bill, there was no record of my payment, so I had to pay the bill again.*

### **How Can You Fix A Run-On Sentence?**

First, the easiest way to fix a run-on is to break up the run-on into more than one sentence. You might need to put a period and use a capital letter. For example:

*One day I would like to become a doctor and I have good grades, but I am not one to think on my feet, so I hope I don't have to work in the emergency room, I need time to think things through.*

This run-on could be changed to:

*One day I would like to become a doctor and I have good grades. But I am not one to think on my feet. So I hope I don't have to work in the emergency room, since I need time to think things through.*

Second, you can streamline the sentence to get fewer clauses. Usually this is accomplished by taking key words out of one clause and putting them inside another clause. For example:

*Exercises increase flexibility of the muscles, so they should be done, because unless the patients get exercise, they will be confined to a wheelchair sooner than necessary.*

Consider changing the run-on like this:

*Exercises to increase flexibility of the muscles help keep patients from being confined to a wheelchair sooner than necessary.*



### **Practice fixing sentence run-ons.**

1. The Vietnam war confused the country, and the hawks were for it, but the doves were against it, so different groups clashed and rioted.

---

---

2. The first batter struck out, but the second one hit a single, and the third one hit a double, so the coach sent out their best home-run hitter.

---

---

3. I am taking chemistry, it is difficult for me, but I work hard and eventually I'm sure I will pass even if I have to take it three times.

---

---

## **Recognizing And Arranging Paragraphs**

### **What is a paragraph?**

In good writing sentences are arranged to put all the ideas relating to a specific topic in a sensible order. Each paragraph is made of sentences groups together because they are about similar things.

The number of sentences in a paragraph may be any where from just one to a great many. You can make your paragraphs recognizable by indenting the first word of each new paragraph.

### **How Do You Write A Paragraph?**

First, jot down your ideas in the order you think of them.

Second, include interesting details. Details which are surprising, new, or worth remembering.

Third, include relevant details. Details that your readers will need to know in order to clearly inform your reader.

Fourth, put your statements in order. Put sentences about similar things together.

Fifth, Begin with a general statement announcing your topic. Make the middle of your paper explain the specifics and examples of your topic. Then, conclude with a clear general statement about your topic

Touring the western states is essential.  
You shouldn't pass up the fishing villages in Massachusetts.  
The Colorado Rockies are breathtaking.  
America has many sites that everyone ought to see.  
You will never forget the dense forests and while sand beaches of Florida.  
Arizona offers scenic deserts and the Grand Canyon.  
Many picturesque towns are hidden away in the hills of Tennessee.  
The New England states should not be missed.  
America is a land of scenic wonders.  
The mountains in New Hampshire are impressive.  
The southern states have a charm all their own.  
California has a long and stunning coastline.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**Proofread to ensure correct punctuation and spelling**

- o **Read word for word.** Effective proofreaders know that skimming is no way to make sure that all the details are in order.
- o **Choose the correct word for the context.** Effective writers challenge their own words if they feel the slightest doubts about correct usage.
- o **Carefully evaluate punctuation for correctness.** No one remembers all the guidelines. Use text books and peer response to help you. It is your responsibility to make your final draft errorless. It requires careful attention to Editing and Proofreading.

## Writing an Effective Memos

*Memos are written primarily to people inside an organization. They give careful attention to the reader and the purpose of the communication. When you write memos consider both the organizational strategy and the tone as you write. These elements are as important as the content or message.*

### **THE STRUCTURE OF THE MEMO IS USUALLY QUITE BASIC**

Since memos are usually written on letter head frequently this is the only indication of the company that is required.

#### **The Memo Heading Follows a Fairly Strict Guideline.**

First there is the "To: line" This will include:

- The name of the reader.

- The readers job or title

- The reader's department.

- The reader's organization or company along with the address if a letter head is not used.

Second is the "From: line" This will include:

- The name of the writer.

- The writer's job or title.

- The writers department.

- The writer's company and the company address if necessary.

Next is the subject of the memo.

- Describing the information and the title of the report

- (This is sometimes designated with Re: for regarding.

Then the date appears.

Dist: is also included particularly on a report. This is a list of other people receiving the report. (This will be omitted if it isn't applicable.)

Encl: can also follow with a list of enclosures or other documents with will be included with the report or the memo.

Ref: is next if it is necessary to include important documentation.

#### **The Body of the Memo Needs To Be Effective.**

The first information to appear on the memo frequently will identify and develop the problem.

Then the memo should include the main results or the important information the memo will cover.

This is followed with the details or the supporting data for the memo.

What conclusions can you draw from the criteria you have used to evaluate your alternatives.

---

---

---

---

---

---

What is the most effective alternative and what are your specific recommendations with regards to your choice.

---

---

---

---

---

---



## **Effective Memo Conclusions Address the Reader**

Remember:

1. *Put yourself in your reader's place, and look at the situations from his or her point of view.*
2. *Emphasize your reader's actions or benefits in a situation.*
3. *Present information as pleasantly as possible.*
4. *Offer a helpful suggestion or appreciative comment when possible.*
5. *Choose words that do not insult or accuse your reader.*
6. *Choose words that are clear and natural, and avoid old-fashioned or legal-sounding phrases.*

## **Effective Tone Strengthens Your Writing.**

Once you have accomplished the structure of the document the next step is to control the tone. When you write, you write with a specific voice. This voice be helpful, confrontational, assertive, pleasant or grouchy. And certainly some voices are more helpful than others.

Tone refers to the feeling created by the words in a message. Business memos and short reports or any other business communication for that matter, should have a tone that sounds natural and conveys cooperation, mutual respect, sincerity and courtesy. Tone establishes the relationship of the reader with the company and can be very important. Because words on paper cannot be softened with a smile or friendly gesture, special care should be taken not to sound harsh or accusing. You will never accomplish much with a defensive reader.

Tone refers to the feeling created by the words in a message. Business memos and short reports or any other business communication for that matter, should have a tone that sounds natural and conveys cooperation, mutual respect, sincerity and courtesy.

## **Use Natural Language**

Take this list of old-fashioned expressions and translate them into simpler more natural phrases.

<i>Old-Fashioned</i>	<i>Natural</i>
Attached hereto...	
We beg to advise...	
Hoping for the favor of a reply...	
As per your request...	
It has come to my attention...	
Prior to receipt of...	
Pursuant to...	
The undersigned will...	

If you use out of date expressions the reader may believe that you and your information are out of date as well.

## **Use Positive Language**

Revise the following sentences using more positive language.

*Negative:* To avoid further misunderstanding and confusion, our sales representative will visit your office and try to straighten out your order.

*Positive:*

*Negative:* I am sending a replacement for the faulty coil.

*Positive:*

Using positive rather than negative language will improve the overall tone of your writing.

## **Avoid Insulting Language**

Correct the following sentences eliminating the accusing and insulting tone.

*Insulting:* Because you failed to connect the cable, the picture was blurred.

*Neutral:*

*Insulting:* You claimed that the engine stalled.

*Neutral:*

*Insulting:* Don't let carelessness cause accidents in the testing laboratory.

*Neutral:*

No matter what your opinion is never use language that implies that the reader is dishonest or stupid.

## **Develop Writing With A You-Attitude**

Always try to convey an appreciation for your reader's position. To do this present information from a standpoint of how that information will affect or interest the reader. Rewrite the following sentences shifting them from the writer's point of view to the reader's by focusing on the benefits to the reader in the situation.

*Writer emphasis:* To reduce our cost, we are changing the billing system.

*Reader emphasis:*

*Writer emphasis:* I was pleased to hear that the project was completed.

*Reader emphasis:*

By stressing your reader's point of view and the benefits to your reader in the situation, you can create a friendly, helpful tone.

## Sample Memos for Discussion of Memo Revision

*Discuss the revisions from the first draft to the second and whether or not these changes have improved the memo. Could further improvements be made?*

### Intermountain Technologies, Inc.

45 Park Way Drive  
Salt Lake City, Utah 84111

To: Ms. Jane Doe  
From: Carol Sieverts  
Subject: Final Report Requirements  
Date: 31 October 2000

Beginning Monday, December 19, all our final test reports must include the following:

1. Test results
2. Dimensions in metric terms
3. Photos in proper order--also identify each one on the back
4. Include the distribution list
5. Write the report immediately after the test
6. Be sure all terms are spelled correctly
7. Complete formulas

### Intermountain Technologies, Inc.

45 Park Way Drive  
Salt Lake City, Utah 84111

To: Ms. Jane Doe  
From: Carol Sieverts  
Subject: Final Test Report Requirements  
Date: 31 October 2000

I've received some requests for changes in our test reports from the chemical engineers who use them. Therefore, beginning Monday, December 19, all final test reports must include the following:

1. Full test results at each stage of the testing process
2. Dimensions stated in metric terms
3. Photos in proper order and each identified on the back
4. The distribution list
5. Correctly spelled terms
6. Full formulas

Please write your reports immediately after completing the test while the data is fresh in your mind. I'm sure with these minor adjustments in report style, we can give engineers what they need.



## **Memo Assignment**

Using the correct Memo format, write a memo addressing one of the following options. Your memo should be no more than 1 or 2 pages in length.

### **Option #1**

As supervisor of the painting and finishing department of a major farm machinery manufacturer, you are faced with a safety problem. Two weeks ago, the company changed suppliers and is using new paints and rust coating. The ventilation system apparently is not adequate for these new compounds. Fumes are building up. Yesterday two employees went home early saying they were sick from the fumes. The union foreman suggested in a friendly manner that employees would not tolerate the situation more than a few days more. Write a memo to the division manager stating the problem stressing the urgency, and asking for immediate repairs or replacement of the ventilation system.

### **Option #2**

Select a "real world" memo at least one page in length. Critique the memo, pointing out both effective and ineffective aspects of the sample. Then submit a revision of the sample. Do not change the original situation in the writing sample just improve the message. You may add logical material to improve your revision.

### **Option #3**

Write a "real world" memo using an actual situation and actual information. This memo may be one you intend to send or it may be one done simply for the assignment.

# Planner and Organizer for your Document

## *Planner for a memo.*

What is the purpose of your document? \_\_\_\_\_

When is it due? \_\_\_\_\_

Determine the subject of your document?

Write a subject line for your document: \_\_\_\_\_

What do you want your reader to:

Do: \_\_\_\_\_  
\_\_\_\_\_

Feel: \_\_\_\_\_  
\_\_\_\_\_

Know: \_\_\_\_\_  
\_\_\_\_\_

Identify your readers:

Reader's Priorities

Reader: \_\_\_\_\_

--

Reader's Priorities

Reader: \_\_\_\_\_

--

Reader's Priorities

Reader: \_\_\_\_\_

--

List the benefits of your recommendations to your reader:

---

---

---

Turn your suggested benefits into headings, then brainstorm the details of these benefits:

Heading: \_\_\_\_\_

Details: \_\_\_\_\_

---

Heading: \_\_\_\_\_

Details: \_\_\_\_\_

---

Heading: \_\_\_\_\_

Details: \_\_\_\_\_

---

Close by restating the do and know statements: \_\_\_\_\_

---

---

## **Peer Response for the Memo**

Your name:

Group names:

1. Does the memo use a clear and correct heading? Is the format correct and free from errors?
2. What is the subject of the memo? Is the subject line clear and informative?
3. Is the document clearly front loaded and reader friendly?
4. Is the purpose clearly identified?
5. Is the information of the document well summarized and clearly written?
6. Is the language of the document clearly written and accessible to the reader?
7. What recommendations would you make to improve the quality of the memo?



## Writing an Effective Resume and Cover Letter

*Writing a good resume and cover letter is easier once you know what you want to do, what you can offer, and what the company or program needs and expects.*

*You will need to consider your short-term and long-term goals, your previous training and interests, and your financial and personal needs.*

*To find out what the company or program needs and wants from an employee you may need to do some research. Check information available from the newspaper listing or position announcement. If possible, you can try to call the company and speak to someone in personnel about the requirements of the position.*

*However, there are some traits that all employers appreciate. A good applicant is smart, hardworking, reliable, honest, well organized, personable, helpful, resourceful, and a good communicator as well as well trained and technically competent. A good cover letter and resume need to mention as many of these things about you as you accurately can.*

*Most of all, the cover letter and resume must demonstrate good writing skills. Resumes and cover letters of well-qualified applicants that have errors in grammar, spelling, punctuation, etc are rated lower than resumes of less-qualified applicants which are better written.*

*Remember, an effective well written cover letter or resume can make the difference in deciding which applicant will get an interview with the prospective employer. Applicants who submit poorly written resumes and cover letters are frequently screened out.*

There are some major principles to keep in mind.

**Use a conventional format.** Different audiences have different expectations, but it is a good idea to play it safe and use a conventional resume or cover letter format unless you know that creativity and risk taking will be important to the employer.

**Stress what you can do for the company or program, not what it can do for you.** Look closely at the wording of the job announcement. In your cover letter, show you are aware of the company's needs by using language similar to the company's language. Let them know that you want to be part of their organization. If you can successfully meet the company's needs, say so!

**Address your letter to the person having authority to arrange an interview or make hiring decisions.** If you don't know who that person is, try to find out. Don't waste your letter on someone who can't help you.

**Stress your accomplishments and responsibilities.** Use dynamic language like organized, researched, supervised, improved, created, and developed. Then when ever possible, back up your claims with evidence.

**Make the cover letter and resume look professional.** Avoid all typographical errors, spelling mistakes, or computer generated flaws. Your readers will be judging you not only by the content of the document but also by the appearance of the document. This will require careful proofreading. If possible have someone whose skills you trust provide peer response to your documents.

### **Resume and Cover Letter Assignment**

Using the appropriate resume and cover letter format, write a 'real life' resume and a cover letter. Both your resume and your letter should be no more than one page in length, if possible; never more than two pages.

Find an announcement of a job for which you qualify. Look at the classified ads in the newspaper, trade journal or any reliable source. Write a resume and a cover letter specifically for that position.

## Planner and Organizer for the Resume and Cover Letter

*It might be helpful to take time to consider your skills and accomplishments before you begin the drafting process for your cover letter and resume.*

What is the job you are applying for? \_\_\_\_\_

When is the application due? \_\_\_\_\_

Determine your accomplishments.

At work: \_\_\_\_\_

\_\_\_\_\_

At school: \_\_\_\_\_

\_\_\_\_\_

In life: \_\_\_\_\_

\_\_\_\_\_

Determine your skills.

At work: \_\_\_\_\_

\_\_\_\_\_

At school: \_\_\_\_\_

\_\_\_\_\_

In life: \_\_\_\_\_

\_\_\_\_\_

Determine your knowledge.

At work: \_\_\_\_\_

\_\_\_\_\_

At school: \_\_\_\_\_

\_\_\_\_\_

In life: \_\_\_\_\_  
\_\_\_\_\_

Identify the Companies needs:

Employer's Priorities

Employer: \_\_\_\_\_

Supervisor's Priorities

Supervisor: \_\_\_\_\_

Personnel Manager's Priorities

Personnel Manager: \_\_\_\_\_

After identifying your personal skills and the employer's needs, consider the ideas that can be used to support your headings, then brainstorm the details:

Heading: Career Objective or Career Goals

Details: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Heading: Work Experience or Special Skills

Details: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Heading: Education or Academic Experience

Details: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

To complete the Resume you will need:

Your name: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Telephone numbers: \_\_\_\_\_

Personal References: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Company or Organization name: \_\_\_\_\_

Name of person responsible for hiring: \_\_\_\_\_

Company Address: \_\_\_\_\_  
\_\_\_\_\_

# Designing an Effective Resume

## Headings-

**The first line of the resume should be the applicant's name.** It is usually bolded and centered at the top of the page

**The applicant's address and phone number follow the name.** This information is centered but not bolded and is single spaced below the applicant's name.

**Body-** Other headings appear on the left margin.

**The first heading should orient the reader to the applicant's career objectives,** followed by details explaining those goals.

**Another heading should identify the applicant's educational background.** Use only relevant educational experience. Start with your most recent educational background and work to the least recent.

**A third heading should indicate the applicant's work experience.** List all relevant, previous work experience beginning with your most recent experience.

**Other optional headings will allow the applicant to identify any interests, special skills or honors** which you think your employer may find important.

**In closing you may list references,** or offer to provide references upon request.

**Keep your resume short and to the point;** preferably, no more than one page in length.

## Sample Resumes

**Carl Smith**  
164 Lancaster Avenue  
Sandy, Utah 84070  
(801) 547-3266

<b>Career Objective</b>	Seeking a position in research and development in the area of applied biology.
<b>Education</b>	Master of Science Degree - University of Utah - 2000 <i>The Theory and Practice of Applied Biology</i> Bachelor of Science Degree - Idaho State University - 1998 <i>Major - Biology</i> <i>Minor - Chemistry</i>
<b>Honors</b>	Dean's List - Fall Semester - 1998 National Honor Society - High School
<b>Work Experience</b>	Lab assistant, University of Utah biology department. September 1998 to Present. Supervise first year Biology students, maintain lab safety, evaluate reports.  Store Clerk, Smiths Grocery Store, Sandy, Utah. Summers 1995 to 1999. Served customers, handled cash register, did inventory and stocking.
<b>Special Skills</b>	Computer literate in both <i>Word Perfect</i> and <i>Microsoft Word</i> ; Bilingual Spanish and English
<b>Other Interests</b>	Reading, seeing foreign films, going to concerts, skiing.
References available upon request	

**Carol M. Sieverts**  
1700 West 11457 South  
Riverton, Utah 84065  
(801)466-3336  
Social Security Number: 526-22-9998

**Objective**

Seeking a position that will utilize my teaching, writing, and interpersonal communication skills, with the possibility of using my technical writing and business experience.

**Education**

Master of Science Degree - Utah State University, Logan, Utah. 1993  
*The Theory and Practice of Professional Writing*  
Bachelor of Arts Degree - Brigham Young University, Provo, Utah. 1972.  
Major - *English Education*  
Minor - *Sociology*

**Work Experience**

Faculty Salt Lake Community College  
1989 to present Salt Lake City, Utah  
*Duties: Implement and instruct college classes in composition and rhetoric, business communication, and sociology; assist, advise, encourage, and support students; maintain records; support and facilitate colleagues.*

Business Writing Coordinator UDOT Transportation Technician Training  
1999 to present Salt Lake City, Utah  
*Duties: Organize and monitor the business writing department of UDOT Technician Training; develop and produce the technical writing text book for UDOT Technician Training; implement and instruct technical writing classes; teach Ed-net classes through distance education.*

Technical Writing Consultant Scientific Transcribers  
1991 to present Provo, Utah  
*Duties: Writing letters, documentation and other business communication for local companies.*

Swim School Owner and Manager Sieverts Swim School  
1972 to 1998 Riverton, Utah  
*Duties: Manage 5 employees, maintain physical equipment, organize and schedule classes for 500 students; teach individual swimming classes.*

Lecturer Brigham Young University  
1980 to present Provo, Utah  
*Duties: Lecture extensively at self-improvement seminars Brigham Young University Education Week, Logan, Ogden, Salt Lake City and Provo, Utah. Lecture for local television program, "Families are Forever," KJZZ."*

**Special Interests**

Jogging, walking, cross-country skiing, painting, reading and free lance writing.

**References**

Available on request

## Peer Response to the Resume

Your Name:

Peer Response Group Names:

1. Is the format for the resume clear, concise and correct?
2. Are the headings informative and readable?
3. Does the information address the needs of the employer?
4. Is the resume virtually error free? Has the writer taken care to avoid sentence fragments and run-ons? Is there evidence of careful spelling?
5. What did you personally like about this document? Cite specific examples either on this sheet or on the paper itself.
6. Would you have any recommendations to improve the resume? Please be specific.
7. What, if any, were the concerns of the writer? Were you able to help the writer achieve his or her goals?



## Designing an Effective Cover Letter

There are four basic elements in a cover letter. A cover letter is straight forward. The letter is usually only one page long and has four main parts. **It should be clear and error free**

1. **The heading**, which includes the writer's address, the reader's address and the date.
2. **A first paragraph**, which introduces you and establishes the company's need and your ability to fill it.
3. **A second paragraph or series of paragraphs**, which establishes you relevant experiences and qualifications. This letter also stresses your accomplishments, responsibility and work quality. Document Design might be effective in a cover letter.
4. **A closing paragraph**, which gives any other pertinent data, asks for an interview, and provides your telephone number and the hours you may be reached.

### Sample Cover Letters

Carl Smith  
164 Lancaster Avenue  
Sandy, Utah 84070

2 January 2001

Dr. Roger Brown  
Director, Central Testing Laboratory  
Salt Lake Community College  
4600 South Redwood Road  
Salt Lake City, Utah 84130

Dear Dr. Brown,

I wish to apply for the position of laboratory technician trainee you are advertising in the *Desert News*. I have graduated with a masters degree in Applied Biology Technology from the University of Utah, and I am confident that I could perform the work you will require with clarity and distinction.

Attached is my resume. It shows that although I have only recently graduated, I have already gained considerable experience in biological testing.

As a Dean's List student I was chosen to be a laboratory assistant for Dr. Ruth Wilson at the University of Utah Biology Department. In this role I help teach freshmen a variety of experimental procedures and evaluate their lab reports.

I have been taking courses in genetics, cell biology experimental techniques, and other biology courses and getting high grades maintaining a 3.7 grade average.

I have held positions of responsibility since high school and I can assure you that I would be a responsible and reliable employee.

I am eager to talk with you about the trainee position. It is exactly what I am looking for at this point in my career. I have the summer free and could begin work immediately. I can be reached during the day at (801) 778-6878 or at night at (801) 547-3266. I would enjoy speaking with you and I will call you next week to see if an interview can be arranged.

Sincerely,

Carl Smith

Enclosure

Carol Sieverts  
1646 West 11745 South  
Riverton, Utah 84065  
(801) 245-3026

June 26, 2000

Salt Lake Community College  
Personnel Services Offices  
4600 South Redwood Road  
Salt Lake City, Utah 84130

Dear Selection Committee:

My experience and educational background closely match the job qualifications listed in the position announcement for the Faculty Position in English Composition. I am a committed and effective teacher. High levels of enthusiasm and creativity help me to inspire and encourage students to write effectively. I have diverse educational and employment experience which give me the ability to effectively integrate new concepts and methods in the classroom.

In December 1993, I completed a Master's Degree in the theory and practice of professional writing from Utah State University. Classes, such as those listed below, have given me a background in teaching English composition and experience in computer-assisted writing.

- Advanced English Methods
- Advanced Essay Writing
- The Teaching of Technical writing
- Advanced Document Design
- Teaching with Computers in the Classroom
- Using Electronic Equipment in the Business Writing Environment

Prior work experience has provided practical experience in both college level teaching and business writing.

For the past eleven years, I have been teaching as an adjunct faculty member at Salt Lake Community College. I have taught: English Composition 1010 and 2010, Business Communication 201, as well as Sociology 101.

I regularly teach UDOT level four technical writing classes. Half of my classes were taught ed-net. Teaching technical writing through distance education has improved my ability to work with state of the art technology. I have also worked with UDOT in developing their Transportation Technician Training program curriculum and text book.

For several years, I have worked as a technical writing consultant, writing letters and other business communication for local companies.

For twenty-six years I owned and managed my own small business. I am therefore well acquainted with elements of business operation.

The eleven years I have taught at Salt Lake Community College have been rewarding. I have been honored to work in such a professional, productive, and caring environment. I am a dedicated team player and as a full-time faculty member my unique approach would contribute to the continued success of this department.

I would welcome the opportunity to meet with you and further explore the needs and goals of the English Department of Salt Lake Community College and to answer any questions you might have. Thank you for your time and consideration.

Sincerely,

  
Carol Sieverts

Enclosure

## **Peer Response to the Cover Letter**

Your Name:

Peer Response Group Names:

1. Are the headings for the cover letter clear and correct?
2. Does the first Paragraph introduce the writer and the writer's ability to meet the need of the employer?
3. Does the next series of paragraphs cover the relevant experiences and qualification of the applicant? Is it clear and easy to understand?
4. Does the closing paragraph give adequate information to show the writer's interest in further communication with the employer?
5. Does the information address the needs of the employer?
6. Is the cover letter virtually error free? Has the writer taken care to avoid sentence fragments and run-ons? Is there evidence of careful spelling?
7. What did you personally like about this document? Cite specific examples either on this sheet or on the paper itself.
8. Would you have any recommendations to improve the resume? Please be specific.
9. What, if any, were the concerns of the writer? Were you able to help the writer achieve his or her goals?



## Participating in an Effective Interview

*After you have found an advertisement for just the right job, sent the resume and cover letter, received the eagerly awaited phone call offering you the interview, you face perhaps the most challenging aspect of getting the job. You go for the interview.*

*Unless you are unquestionably the best or absolutely the worse qualified applicant, it will be your performance at the interview that will determine whether or not you actually get the job.*

There is no way to ensure success at an interview, but there are some recommendations that can increase the likelihood that you will get the job.

**Appearance is important.** It isn't necessary to have an expensive wardrobe. It is more important that you dress appropriately for the situation. Simple, tasteful attire is always the best. Don't dress too casual. Cut off jeans may be comfortable, but they don't make a good impression. However, it is equally important that you don't overdress. Avoid outlandish hairstyles or excessive make-up or jewelry.

**Always be on time.** Most employers are looking for employees that can be relied on to be prompt. Being late for the interview gets you off on the wrong foot.

**Good manners and courtesy are essential.** Polite behavior will go a long way toward making a good impression. Employers are looking for employees that will be pleasant to have in their company. Even if the interviewer is abrupt or prying, maintain your courteous demeanor.

**Know the perspective company.** Do your homework. Research the company and what they are looking for in an employee. If you can't find the information you need on-line or at the local library, you might call the company. Explain that you have an upcoming interview and you would like to learn more about their firm. Frequently they will be happy to send you brochures, pamphlets and other information. Then it is up to you to study so you can be well informed when you are asked "Why are you interested in working for this company?"



**Sell yourself.** To sell effectively, you need to have three things:

- **A good presentation.** The interviewer wants to know if you *can* do the job, if you *will* do the job, and if you are going to *get along* with the rest of the company. Answer the interviewer's questions in such a way that you inspire confidence that you will be successful in all three of these areas.
- **A distinctive product.** Even if others applying have similar qualifications. Your experience and education is still unique. Be sure to emphasize every positive aspect about your qualifications, interests, and education.
- **Unshakable belief in the product.** *Don't allow nerves to destroy your confidence.* If you aren't sure you can do the job. The employer won't be either. Let the interviewer know you can and will do the job.

**Practice for the interview.** You might get a tape recorder and actually tape your responses to typical interview questions. You will be able to see if you overuse hums, ums, or y'knows. You will be able to see if you are talking too fast or too slow. You can not know every question but there are some questions that are typical of the interview situation.

1. *Tell me about yourself.* In answering this type question stick to your life at work. Reinforce your interest in the job.
2. *What is it about the job that interests you?* Make sure that the interviewer knows that you are interested in performing the work, using your knowledge and energy to help the company.
3. *Where do you see yourself five years from now?* Leave the impression that you know what you want. And that you want to work for the company and improve your situation as well as theirs
4. *What do you consider your major strengths/weaknesses?* Tell your strengths without sounding boastful. As for your weaknesses, make them sound like strengths: "Sometimes you're just too much of a perfectionist." Get the idea?
5. *Why do you or did you want to leave your previous job?* Avoid saying that you hate your boss, or that you don't get along with coworkers. Seeking for a better position or looking for advancement is a much better answer.

*If you are nervous before an interview, that's to be expected. Remember adequate preparation is the best way to beat nervousness and build confidence.*

## Writing an Effective Meta-Cognitive Response

*The word meta-cognitive is derived from two roots--**cognition**, or "the mental process or faculty of knowing, including aspects such as awareness, perception, reasoning, and judgment"; and **meta**, or "beyond, more comprehensive, more highly developed." This portion of the assignment will provide the opportunity for you to reflect on your learning; that is, on **how** your learning is occurring, as well as on **what** you are learning.*

**Take time to reflect on the learning process.** In writing a meta-cognitive response take time to think about the writing process. What have you learned? How did you learn it? If you can determine what helped you to learn you will be able to repeat the process.

**Be specific and honest in your feed back.** Your meta-cognitive response will be insightful to you and helpful for the instructor, but only if you are honest. Trying to say what you think the instructor is looking for will not serve either of you well.

**Remember, you are responsible for your own learning.** Teachers and other students can facilitate your learning, but only to a point. It is really up to you to decide what you will take from any learning experience. Clarifying what you have learned is the first step.

**Your feedback can shape the learning experience.** If you would like to see the instructor approach either the class in a different way, this is your chance to say so. It is an opportunity to have a conversation with the instructor about what and how you would like to receive in the way of instruction.

## Writing an Effective Feasibility Study

*A feasibility study identifies and investigates possible solutions to problems. This type of a study considers different options and the information necessary to make an appropriate decision.*

There are several elements necessary in an effective feasibility study.

### Purpose

Executives often ask for a feasibility study in order to analyze a situation and its alternatives before they make a decision. A feasibility study evaluates things such as: cost, reliability, time constraints, and company or organization goals. When you write a feasibility study, provide a thorough analysis of alternatives, even if one option seems more appropriate than others.

### Organization or Format

#### Introduction

A feasibility study usually begins with an **Introduction**. The introduction provides an overview of the situation. Readers rely on the introduction to orient them to the situation. Follow these guidelines:

- Describe the situation or problem
- Establish the need for making a decision
- Identify the alternatives that the report will consider.
- Explain any constraints such as time, cost, size, or capacity that has effected you choice.
- Identify the factors by which you made your evaluation.
- Explain why you would select one alternative over another.



### Comparison of Alternatives

The next section of the feasibility study focuses on presenting and analyzing information in terms of its advantages or disadvantages. Organize your **comparison of the alternatives** by topic or subject. This makes it easier for the reader to evaluate the details of the project. Effective comparisons consider the following elements:

- Describe the main features of each alternative.
- Rank the features for comparison in order of their importance. Either greatest to least or least to greatest.
- Discuss the advantages or disadvantages of each alternative.
- Point out any significant differences among the alternatives.

### Conclusions

The **conclusion** summarizes the most important advantages and disadvantages of each alternative. If you believe some advantages or disadvantages are more important, explain why. Follow these guidelines:

- Separate conclusions adequately so that readers can digest one at a time.
- Explain the advantages or disadvantages and their relative importance to the decision.
- Include conclusions for each key factor presented in the comparison.

### Recommendations

The recommendation section should focus entirely on your choice of the alternatives. Your recommendations should flow logically from your conclusions. If you don't make logical connections it can put into question the validity of your analysis. Remember:

- Described your recommendations fully.
- Provide enough details about implementing your recommendations so that your reader can visualize how they will provide an effective solution to the problem.
- Indicate a possible schedule for implementation.

***Short feasibility studies sometimes combine the conclusion and recommendations.***



## Sample Feasibility Study:

### Feasibility Study of Computer Systems for Lazy Daze Pre-School

Prepared for:

Mary Lou Brown  
Director

Prepared by:

Cindy Harper  
Special Services

25 January 2001

#### INTRODUCTION

This is a report to assess two potential computer systems—**IBM Personal System/2 Model 50Z** and **Tandy 1000 TX**—for Lazy Daze Pre-School. After reviewing both, *I recommend the **Tandy 1000 TX** as most appropriate to meet the needs of our pre-school.*

#### Background and Problems

The need for a computer system at Lazy Daze is a result of the increased enrollment, new larger facilities, and anticipated future growth. The card catalog system currently in use to maintain records and payroll is outmoded and ineffective.

#### Possible Alternatives

After researching several computer systems manufactured by leading companies, I looked most closely at the IBM and Tandy models. Both systems meet the basic requirements for the pre-school. In deciding which system would best suit our needs, I used the following criteria: basic requirements, capabilities of hardware and software, ease of use, service/maintenance availability, and cost. I gathered the information for both computer systems from local dealers and product information materials.

#### ALTERNATIVE COMPUTER SYSTEMS

##### Basic Requirements

Both the IBM model and the Tandy model meet the following basic requirements for the pre-school. The needed hardware consists of the computer with at least 640 kilobytes of memory, a floppy disk drive, a keyboard, a monitor, and a printer. Software requirements include a word processor, an accounting package with a payroll system, and a file management system to keep track of children's records. Our budget for the initial investment is \$8000 with a yearly maintenance budget of \$500.

#### Capability

The **IBM Personal System/2 Model 50Z** has extensive hardware capabilities. Main memory starts at 1 megabyte (1024 kilobytes) and can be expanded to 16 megabytes. In addition to a 3.5 in floppy disk drive, the system contains a 30 megabyte hard disk drive for storing files internally on the computer. A color monitor and near-letter-quality printer are also available at an additional cost.

Three software programs are necessary with the **IBM model** to serve Lazy Daze needs. They are DOS, the IBM Solution-Pac-Business Advisor for Financial Accounting, and the IBM Writing Assistant package. All are available and adequate.

The **Tandy 10000 TX** also has adequate capabilities. Main memory starts at 640 kilobytes and can be expanded to 2 megabytes (2048 kilobytes). The Tandy has a 3.5-in. floppy disk drive and a 40-megabyte hard disk drive. The system provides a high-resolution color monitor and a near-letter-quality printer.

The **Tandy model** requires two software programs to meet our needs—the Bedford International Accounting Package and First Choice. The accounting package provides payroll and other financial functions. The First Choice software package provides word-processing, spreadsheet, and database capabilities.

#### Ease of Use

The **IBM computer** systems are user-friendly, and all hardware and software come with easy-to-read instructions manuals. The Lazy Daze secretary, John Smith, is familiar with the system and would not need training.

The **Tandy computer** is also user-friendly, and all hardware and software come with instruction manuals. The software itself is very instructional and provides easy-to-read menus and screens. Smith, the secretary, has also worked with the First Choice software package and would need minimal training. He would however, need training on the accounting package, which comes with a three hour training session by a qualified Radio Shack employee.

2

#### Service and Maintenance

**IBM** offers a 1 year guarantee on all hardware. In that year, repairs are made by the vendor. If we purchase a service contract for an annual fee, IBM offers the most extensive service network. All software is supported by a no-charge 1-800 number for 90 days after delivery.

Installation of the **Tandy model** includes putting the software packages on the hard drive for easy access. All hardware and software have a 90-day warranty, and a service contract may be purchased for an annual fee.

Both systems offer maintenance assistance, but the IBM service contract is superior to Tandy's.

#### Cost

The monitor, printer, and all software for the **IBM model** must be purchased separately. Total cost for the initial investment is as follows:

Personal System/2Model 50Z computer	\$3300
Color Monitor	600
Pro Printer II	450
DOS version 4.0	\$ 150
Business Advisor Financial Accounting	1745
Writing Assistant	195
Annual Service Fee	<u>300</u>
	\$6740

The **Tandy model** is considerably less expensive. All of the necessary hardware and software for the Tandy model is included in the price of the computer.

Tandy 1000 TX	\$3752
Annual Service Fee	<u>175</u>
	\$3927

3

### CONCLUSIONS AND RECOMMENDATIONS

As Lazy Daze Pre-School grows in size, so will its information-processing needs. The school needs a computer system that will keep up with this growth and yet be user-friendly and cost-efficient. Both the IBM and Tandy models have adequate capabilities for the pre-school. They are both easy to use, and both systems have an adequate service agreement. Cost for the IBM system, however, is significantly higher than the cost of the Tandy System.

Based on capabilities, ease of use, and service, both systems would be good choices. However, when cost is considered, the Tandy 1000 TX is the better choice, because the Tandy model provides virtually all the features available on the IBM model for about half the price. Although our budget would cover the cost of the IBM model, we are currently expanding our services, and all possible cost savings should be considered. I, therefore, recommend that we purchase the Tandy 1000 TX computer system.

## Feasibility Study Assignment

For your feasibility study consider a fairly complex problem, One that allows you to gather facts from printed material and to interview different sources for opinions and insightful information.

As a subject for your report you might consider discovering possible solutions to the following problems:

*Rising crime rates in the community*

*Traffic congestion*

*The need for day care in your work place*

*The need for new computer or video equipment in your work environment*

*The need to restore an old building with historical significance in your community*

*Changes needed in administration or development in your department*

*Or anything else that you can identify as an important problem*

Develop a well written feasibility study using the elements presented on how to write an effective feasibility study. Use an appropriate feasibility study format and professional presentation. Review the sample feasibility study as an example.



## **Planner and Organizer for the Feasibility Study**

What is the problem you want to solve? \_\_\_\_\_

When is the feasibility study due? \_\_\_\_\_

Select your two alternative options.

Alternative #1: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Alternative #2: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Determine what criteria you will use to evaluate your alternatives.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

After identifying your criteria for evaluation, consider the information that can be used to compare your alternatives, then brainstorm the details:

Criteria:

Details: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Criteria:

Details: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Criteria

Details: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Criteria:

Details: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Criteria

Details: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Identify the readers needs:

Reader's Priorities

Reader: \_\_\_\_\_

--

Reader's Priorities

Reader: \_\_\_\_\_

--

## Peer Response for the Feasibility Study

Your Name:

Response Group Names:

*Read through the feasibility study and make notes, appropriate suggestions and recommendations to improve the readability of the document. This is a reader response; remember only the writer can determine what will be the most effective final choices.*

1. Is the feasibility study in the correct format? Are the headings clear and correct?
2. Does the introduction provide an overview of the situation. Does it make the problem and the need to solve it clear to the reader? Is the writer's choice of alternatives clearly stated? What recommendations do you have to improve the introduction?
3. Does the writer make two clear alternative choices? What are the writer's two alternatives?
4. Does the comparison of the alternatives use effective criteria for evaluation? List the criteria.
5. Does the conclusion clearly summarize the advantages and disadvantages of each alternative?
6. Is the writer's recommendation clear and logical? Does the writer make recommendations on how this alternative can be implemented?
7. Is the language of the document clear and readable?
8. What specific recommendations for improvement can you make for this document?

## Effective Document Design

*Document design refers to the physical appearance of a document. Because the written text and its presentation work together to provide readers with information, writer's need to carefully plan the design of the document.*

*Readers cannot read the words on the page without "reading" the visual presentation of the text as well. Words and visuals support each other. Rapidly developing computer technology increases the capability of desktop publishing, but no matter how the document is produced, it is the writer's goal to provide readers with the information they need in the most effective format possible.*

### Purposes of Document Design

Some documents, such as business letters and resumes, have well-known, conventional formats, but letters, resumes, and other documents benefit from additional design features. These design features increase the usefulness of the document in several ways:

1. **They guide readers through the text by directing the reader's attention** increasing the ability of readers to remember the important sections.
2. **They increase reader interest in the document.** Unbroken blocks of type have a numbing effect. Eye-catching graphic aids and attention-getting format devices keep readers focused on the information.
3. **They create a document that reflects an image.** Whether you want to present a conservative, solid project or a trendy, dramatic image document design will enhance your project.

### Design Principles

*There are specific qualities important to visual presentation regardless of the topic or the audience. The general principles most frequently used in all documents are balance, proportion, sequence, and consistency.*

#### Balance

**Page Balance** refers to having comparable visual "weight" on pages appearing in the same document. There are certain rule that are helpful to remember:

- Big weighs more than small.
- Dark weighs more than light.
- Color weighs more than black and white.
- Unusual shapes weigh more than simple circles or squares.

## Proportion

**Proportion** in page design refers to size and placement of text, graphic aids, and format elements on the page. Do not always use equal amounts of space for text and graphics page after page. Each design feature should be the size that is helpful to the readers and appropriate for the subject.

## Sequence

**Sequence** refers to the arrangement of design features such as headings, bolding, and italics etc. so that readers see them in the best order for their use. Effective design draws readers through the page from one important point to another.

## Consistency

**Consistency** refers to presenting a similar feature in a similar style. Keep these elements consistent throughout a document.

- *Margins.* Keep uniform margins on all pages of a document.
- *Typeface.* Use the same size and style of type for similar headings and similar kinds of information.
- *Indentations.* Keep uniform indentations for such items as paragraphs, quotation, and lists.

Do not mistake consistent format for boring format. Consistency helps readers by emphasizing similar types of information and their similar importance. Consistency helps readers understand and find information quickly.



## **Writing an Effective Progress Report**

*A progress report, also called a status report, informs readers about a project that is not yet completed.*

### **Purpose**

Progress reports are frequently required on construction or research projects so decision makers can assess costs and potential for successful completion of the project.

The number of progress reports is frequently established before the project begins. Although the progress report may contain recommendations, the main focus is to provide information and to up-date the reader on the progress of the project.

### **Organization or Format**

A progress report usually employs a typical memo heading. It is not unusual for a progress report to have several readers. Therefore, the needs of each reader need to be considered. Progress reports frequently follow a particular format.

### **Introduction**

The introduction section reminds readers about progress completed to date. Explain the purpose of the project and identify it by a specific title, if there is one. Follow these specific guidelines:

- State specific dates required by this project.
- Define important technical terms for non expert readers.
- Identify the major stages of the project, if appropriate.
- Summarize previous progress.
- Review any changes in the scope of the project since it began.

### Work Completed

This section describes the work completed since the preceding report. You can organize your discussion by tasks and describe the progress of each, or you can organize the discussion entirely by chronology and describe events accordingly. If your readers are interested only in the overall progress of the project, chronological organization is best. Follow these guidelines:

- Describe the tasks that have been completed.
- Give the dates relevant to each task.
- Describe any equipment changes.
- Explain special costs or personnel changes involved in the work.
- Explain problems or delays.
- Explain why changes from the original plans were made.
- Indicate whether the scheduled dates were met.

### Work Remaining

This section covering work remaining includes both the next steps and those which will take place in the future. Place the most emphasis on the tasks that will be covered in the next progress report. Avoid overly optimistic promises. Follow these guidelines:

- Describe the major tasks that will immediately be completed.
- State the expected dates of completion.
- Mention briefly those tasks which are further in the future.

### Adjustments and Problems

This section covers issues that have changed in the original plan or time frame. If the project is proceeding on schedule with no changes, this section is not needed.

### Conclusion

The conclusion section of a progress report summarizes the status of the project and forecasts future progress. Follow these guidelines:

- Report on progress or the lack of progress, as appropriate.
- Evaluate the project so far.
- Recommend any needed changes in planning or scheduling.
- Evaluate whether the project is worth continuing and is still expected to yield results.

## **Progress Report Assignment**

For your progress report, I want you to report on the progress you have made working on the final project for this class, the feasibility study. It is a fairly complex assignment and therefore it will work well to write a progress report to assess your work. The progress report should also discuss your progress with the oral presentation.

- The progress report will be due on the final day of class.
- The feasibility study will be due for peer response on the first day of the short course and for final evaluation on the second day of the short course.
- The oral presentation will be given on the second day of the short course.

Please follow all of the information provided on how to write a progress report. To help you see how this might be accomplished a sample progress report is found on the following page.

## Sample Progress Report:

To: Carol Sieverts  
English 0054

From: John Doe

Date: 14 February 2001

Subject: Progress Report on Final Project: Feasibility Study and Oral Presentation

### Introduction

This report is to update you on my progress in developing the feasibility Study. As the final project for this class, the feasibility study was assigned in class on 31 January 2001. This project is due for peer review on the first day of the short course. The final draft is due for final evaluation on the second day of the short course along with an oral presentation on the same topic as the feasibility study.

### Work Completed

There are several sections to this project. To this point I have made significant progress:

1. I have completed the document planner and organizer. It has helped me planning information I will need to be covered in the document.
2. I have written a rough draft of the feasibility study.
3. I have started revision on the project.
4. I have planned out my oral presentation.
5. I have written a progress report for the feasibility study.

### Work Remaining

The revision process is going well and I anticipate that I will have a response draft on or before the date needed for peer response. I have completed revision on the introduction, comparison and alternatives, and I am working on revising the conclusion and recommendation portion of the project.

I have the assignments ready to submit with my portfolio. Once the project is complete I will write the meta-cognitive response. As soon as the peer response is finished I will be ready to submit my final portfolio.

I have video taped my oral presentation and I am excited about the results.

### Adjustments and Problems

I am planing to use a video my oral presentation. I am wondering if there will be a video player available on the night of the presentations. I would like to have both a video and an overhead projector, if that is possible.

### Conclusions

Current work on the project is progressing very well. Both the feasibility study and the oral presentation should be ready by the short course. I am looking forward to receiving feedback on my paper from other class members. I am also anxious to see the projects that have been completed by the other students.



## Planner and Organizer for the Progress Report

What is the project you are reporting on? \_\_\_\_\_

When is the progress report due? \_\_\_\_\_

Consider the heading for your progress report.

Who is it written to? \_\_\_\_\_

Who is it from? \_\_\_\_\_

What is the date? \_\_\_\_\_

What would be an effective subject line? \_\_\_\_\_

Identify the readers needs:

Reader's Priorities

Reader: \_\_\_\_\_

--

Reader's Priorities

Reader: \_\_\_\_\_

--

What background information can you provide for the readers about the project? What will you include in the introduction?


What work has been completed? Is there information that will help the reader to know how well the work is progressing?

Portion completed:

Details: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Portion completed:

Details: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Portion Completed:

Details: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Portion Completed:

Details: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What work is remaining to be completed on the project?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Are there any problems or adjustments that need to be made?

---

---

---

---

---

---

What a conclusions or recommendations can you make with regards to this project?

---

---

---

---

---

---

## **Delivering an Effective Oral Presentation**

*Many people hate to speak in front of a group. Still, it is important to learn to handle oral presentations gracefully because they are an important and frequent element in professional communication. Oral presentations may have different purposes, and they have both advantages and disadvantages.*

### **Purpose**

Like written documents, oral presentations often have multiple purposes. Oral presentations generally serve the following purposes, separately or in combination.

- *To inform.* The speaker presents facts and analyzes data to help listeners understand the information more clearly.
- *To persuade.* The speaker presents information and encourages listeners to take specific action.
- *To instruct.* The speaker describes how to do a specific task or how to accomplish a specific responsibility.

### **Advantages**

Oral presentations have these advantages over written documents:

1. The speaker can explain a procedure and demonstrate it at the same time.
2. The speaker controls what is emphasized in the presentation and can keep listeners focused on specific topics.
3. The speaker's personality can create enthusiasm and inspire confidence in the listener during the presentation.
4. The speaker's can get immediate feedback from listeners and answer questions on the spot.
5. Positive group energy can improve negative energy.
6. The speaker can read the body language of the listeners and adjust their talk accordingly explaining or repeating as necessary.



## Disadvantages

Oral presentations can not entirely replace written documents because they have the following disadvantages:

+

1. Oral presentations require that listeners meet at a specific location. This can be time consuming and costly.
2. Listeners, unlike readers, cannot select the topic they are most interested in or proceed at their own pace.
3. Listeners can be distracted during an oral presentation by outside noises, coughing, uncomfortable seating, and their own wandering thoughts. At such times they cannot go back and review material.
4. A poor speaker will distance the listener.
5. Spoken words vanish as soon as they are said, and listeners remember only a few major points.
6. Listeners have difficulty following complicated information or detailed statistical data in oral presentations.

## Organizing Oral Presentations

Oral presentations are similar to written documents in many ways, including the way they are organized.

**An engaging introduction is critical.** It should actively involve the listener in the topic, establish the purpose of the oral presentation, and preview the main points.

**The body of the presentation should provide support for the speaker's main points.** It should include solid concrete evidence to reinforce the main points. Evidence could include examples, personal experience, citing competent authority, or using simplified statistics.

**Always prepare to end; the conclusion is important.** If speakers don't prepare to end they can be like the energizer bunny and keep going, and going, and going. Conclusions should summarize the main points and recommendations to fix them in the listener's minds.

## Preparing for Oral Presentations

For an effective oral presentation you need to consider the physical conditions you will encounter while you are speaking.

- *Size of the group.* The larger the group the more removed the listener will be from the speaker. Is the group so large that you will need a microphone to be heard?
- *Shape of the room.* Can all the listeners hear the speaker? Are they in a position to see and participate?
- *Audio and visual equipment.* Take time to determine what equipment you will need and what equipment will be available. Check out electrical outlets and the placing of equipment. Recognize that you will need to practice with equipment if you don't want to have unfortunate surprises.
- *Seating arrangements.* Are the seats bolted down or do you have flexibility in seating? If possible space the chairs so listeners will have elbow room. An uncomfortable audience is an inattentive one.
- *Lighting.* Is there adequate light for the listeners to see and take notes? Is there adequate light for you to see and read your notes?
- *Temperature.* Is the room too hot or too cold? Heat is usually worse for an audience. But if the temperature is too cold, people may not concentrate either. A cool room, will heat up with people in it. Good air circulation is also helpful.

## Delivering an Effective Oral Presentation

Fairly or unfairly the listeners judge the quality of an oral presentation based on the delivery of the speaker. Prepare your delivery as carefully as your outline.

### Nerves

Everyone who speaks in front of a group is somewhat nervous. Fortunately, nerves create energy that can be helpful in giving your talk. Preparation is the best cure for nerves. Know your information thoroughly and your confidence will increase.



**Rehearsal**

Rehearse your presentation aloud so you know it thoroughly and it fits the allotted time. Rehearsing will also help find trouble spots. If possible practice in the room where you will be giving your talk, that way you will be able to check seating arrangements, lighting, etc.

**Voice**

Avoid a monotone presentation. Speak clearly, and check the pronunciation of difficult terms. Be sure to avoid excessive "ands" "ums" and the like.

**Professional Image**

When you speak in front of a group, you are in a sense "on stage". Dress conservatively. Uncomfortable clothes are distracting. They will distract both you and your audience. Do not hang on the lectern, perch casually on the edge of a table, or sway back and forth. Be relaxed, but stand up straight.

**Gestures**

Nervous gestures can distract your audience. Don't pace or wander around the room. If you feel clumsy with gestures, keep your hands still. Do not fiddle with note cards, jewelry, hair, or other objects.

**Eye Contact**

Create the impression that you are speaking to the individuals in the room by establishing eye contact. Although you may not look at each person individually, glance around the room frequently. Don't stare at one or two people. Eye contact indicates that you are interested in the listener's response. Smile and project a positive attitude to your listeners.

**Notes and Outlines**

Have your notes organized before arriving in the room. Avoid waving your notes around, it is annoying. And above all don't read your presentation.

**Visual Equipment**

Practice using any visual equipment before you talk. Put your information on chalk boards or flip charts before hand. If you are using video machines or cassettes, set the tapes to the exact spot to start, and know when you need to turn them off. Be sure all members of the audience can see clearly.

**Questions**

One of the advantages of oral presentations is that the listeners can ask questions. Remember if there are time limitations your questions and answers will take time. If there is a reason you cannot answer a specific question, simply say so. If you don't intend to answer questions don't make the offer by ending your talk with "Do you have any questions?"

## Effective e-mail etiquette

A company needs to implement e-mail etiquette rules for the following three reasons:

1. **Professionalism:** by using proper e-mail language your company will convey a profession image.
2. **Efficiency:** e-mails that get to the point are much more effective than poorly worded e-mails.
3. **Protection from liability:** employee awareness of e-mail risks will protect your company from costly law suits.

## Important e-mail etiquette tips:

1. **Be concise and to the point.** Do not make an e-mail longer than it needs to be. Remember that reading an e-mail is harder than printed communications.
2. **Answer all questions, and pre-empt further questions.** If you do not answer all questions in the original e-mail, you will receive further e-mails regarding the unanswered questions which will not only waste your time and your customer's time but also will cause considerable frustration.
3. **Use proper spelling, grammar, and punctuation.** This not only provides a good impression, but also e-mails with no periods or commas are difficult to read and can sometimes even change the meaning of the text. If your computer has a spell check option use it.
4. **Answer swiftly.** Customers send e-mail because they wish to receive a quick response. Therefore e-mail should be replied to within hours and, if possible, at least within the same working day. IF you can't provide an effective answer that fast, send an e-mail saying that you have received their e-mail and that you will get back to them soon. This will put the customers mind at ease.
5. **Do not write in CAPITALS.** IF YOU WRITE IN CAPITALS IT SEEMS AS IF YOU ARE SHOUTING. This can be annoying and trigger an unwanted response.
6. **Include the original message.** When you reply to an e-mail, you need to include the original message in your reply. Click "reply" rather than "new message". This can aid in reducing confusion.
7. **Read all e-mails before you send them.** A lot of people don't bother to read an e-mail before they send it, as can be seen from the many spelling and grammar mistakes contained in e-mail. Proof reading will reduce misunderstanding and inappropriate comments.
8. **Do not overuse Reply to All.** Only use Reply to All if you really need your message to be seen by each person who received the original message.
9. **Take care with abbreviations and emoticons.** In business e-mails, try not use abbreviations such as BTW (by the way) and LOL (laugh out loud). The recipient might not be aware of the meanings of the abbreviations therefore in business e-mails these shortcuts are generally not appropriate.
10. **Avoid long sentences.** Keep your sentences to a maximum of 15-20 words.
11. **Don't send or forward e-mail containing libelous, defamatory, offensive, racist or obscene remarks.** Sending even one such e-mail can result in multi-million dollar penalties.
12. **Don't reply to spam.** Delete all spam immediately.



## Developing Effective E-mail

### Advantages of e-mail

1. You can send, forward and receive many messages quickly and directly, making it ideal for group projects and other forms of collaboration.
2. You can set up mailing lists for specific groups so that you can easily send the same messages to several people at the same time.
3. You can organize messages into folders for later reference and reply.

**Accurate subject lines are critical.** Today we get so many junk messages that clog our e-mail accounts therefore even important messages can be overlooked.

### Tips for effective e-mail

- **Revise and edit messages for clarity and correctness before sending them.** Confusing sentences, grammatical errors, and typos limit your ability to communicate on a computer screen just as they do on paper.
- **Use e-mail responsibly.** Sooner or later you will send e-mail to the wrong person, or a reader will forward your message to another person without your permission. Keep these possibilities in mind at all times and never write anything that would embarrass you if the wrong party received it.
- **Make messages easy to read and understand.**
  1. Provide a clear and accurate subject line so readers can scan and decide to read rather than delete your message.
  2. Keep your message in clear, short paragraphs and sentences.
  3. Use appropriate document design to improve readability.

### Sample of an Effective E-mail

## PLAGIARISM AND RESEARCH

Mark Twain said the only person who never had to worry about plagiarism was Adam. It is your job to avoid plagiarism.

When you use the exact words of another writer, put quotation marks around their words and tell us who the author is by appropriate citation. Don't always use direct quotation when you're taking an idea, a fact, an argument, or an opinion from someone else; instead paraphrase it and then indicate your source in parentheses and bibliography.

Remember you need not credit sources which are common knowledge. If, for example, you're writing a paper on Abraham Lincoln and you note that he was born in 1809, you don't need to give the source for that piece of information, since it is a fact, and undisputed. If, on the other hand, you were to say Geoffrey Chaucer was born in 1343, then you'd have to cite your source, since this date hasn't been proven yet.

A rule of thumb when and when not to give credit. Where ever a reader might ask, "How does the writer know this?" be sure to credit your source. It's generally better to over-document than to under-document.

You will need to give the source of your quotation unless it is very familiar. Most people know that "The meek shall inherit the earth," comes from the Bible. Therefore, it would not need to be cited.

When you do quote, quote exactly. Don't change the meaning of someone else's words through carelessness or intent. Feel free to omit parts of a passage, whenever it is not pertinent to you thesis, with ellipses. For example, "Mrs. Lincoln, it must be admitted, was a very irritable woman. Could be quoted, "Mrs. Lincoln. . .was a very irritable woman."

Whatever you do, don't omit parts of a quotation to deliberately skew an author's meaning. For example, if a critic of a play has written, "This is one of the finest examples of total incompetence in play writing that I have ever seen." It would be unscrupulous to quote it like this for your own purposes: "This is one of the finest examples of. . .play writing that I have ever seen.

### Paraphrase and Summary

Use quotation for passages only where you feel you can't say the words as effectively as the author did. But as a rule, when it is possible paraphrase or summarize.

Eighty-five to ninety percent of resource material should be either paraphrased or summarized. Direct quotations should be used sparingly to add emphasis, to provide support and to allow variety.

Before information from writing sources can be of use, you must read it, understand it, and interpret it effectively. Two specific note taking skills, paraphrase and summary, can help you begin to process information even as you collect it.

In paraphrasing, you restate the original information in your own words. Observe three cautions:

- o Do not mimic the sentence structure of the original.
- o Do not introduce ideas and opinions of your own.
- o Keep the author's central idea and emphasis.



You may use a direct quotation from the original in your paraphrase, but remember to use quotation marks around all information directly quoted.

Your paraphrase will be about the same length as the original, but expressed in different words. Learning to paraphrase well means learning to distinguish between "common language" and the language which is absolutely distinct to a piece of writing, and is therefore the property of a writer.

For example, if Marcelle Clements writes, "Sting was seated across from me. . . He was looking down at his hands. There was an electric light on, but the low wattage only made him look frailer, more vulnerable, blonde and gentle." An appropriate paraphrase might be: "Sting was seated across from the author looking down at his hands. Clements noted at the time that the dim lighting made him look vulnerable and harmless." But if you were to write: "Sting was seated across from the author, looking down at his hands, and the low wattage of the lights only made him look frailer, more blonde and gentle," you've basically stolen Clement's own poetic observation. See the difference?

In summarizing, you try to condense the meaning of a paragraph or an article into one or two short sentences. A summary will be a general statement of meaning. It will not include much detail from the paragraph or article.

**EXAMPLE:**

**The Original Paragraph**

Plastic is as American as apple pie. While Wall Street crashed and economic misery seemed just around the corner, the 80 million U.S. bank credit-card holders kept right on charging. During otherwise ho-hum Thanksgiving sales, credit-card authorizations ran 20% above last year at Chase Manhattan Bank. "The consumer really loves that product," says Arthur F. Ryan, vice-chairman. "He's not going to give up that piece of plastic." Banks love it too. For the biggest issuers, credit-cards provide a fifth or more of total profits, for three to four times the banks' average return on asset. ("Business Week" 104)

**A Paraphrase of the Original Paragraph**

Credit cards are an integral part of American life. Even when the economy seems a little shaky, 80 million Americans continue using their credit-cards. Although cash sales during the 1999 Thanksgiving season were sluggish, Chase Manhattan Bank reported that credit card authorization sales were up 20% over the 1998 level. Arthur F. Ryan, vice-chairman at Chase Manhattan says, "The consumer really loves that product. He's not going to give up that piece of plastic." Banks also like credit cards because they provide more than 20% of banks' total profits, several times more than the returns on other assets ("Business Week" 104).

**A Summary of the Original Paragraph**

Americans and their banks both love credit cards. The cards provide consumers with an easy way to spend money, and they provide Banks with comfortable profits.

Assignment #

**To Practice your paraphrasing and summarizing skills, read the paragraph below carefully, then write a paraphrase and a summary of it.**

Are you aware that every night as you snuggle into your warm cozy bed, a few tiny friends are squirming in there right beside you? They have eight long hairy legs which are perfectly suited for creeping into tight spots-namely the covers, your pajamas, or wherever. Their sparsely haired, bean shaped bodies are strong and durable enough to withstand the sudden WHUMPH! of someone jumping onto their snug domain. Long, antlike mandibles allow them to eat a couple of delicacies they simple adore: flakes of dead skin or, if they're in the mood, the dirt under your toenails. These little critters flourish mostly under the top layers of the mattress. Lucky for us since we must share our midnight retreats with up to two million of these adorable little fellows. You could call them bed bugs, but their proper name is *Dermatophagoides Frainae*. The common dust mite.

-Chris Strickland

**Paraphrase:**

**Summary:**



## Evaluation of Support

### *The Truth About the Sexes - Men and Women are Different*

This video is a presentation of an effective argument. While viewing the video *The Truth About the Sexes - Men and Women are Different* fill out the following worksheet.

1. What is the purpose of this presentation?
2. Who is the antagonistic audience? Does this audience affect the support the author decided to use? How?
3. What is used as an introduction for this argument?
4. Is the introduction effective?
5. What is the thesis for this argument? Is the thesis clearly stated?
6. List the different types of support presented in the video. Which do you find most effective?
7. Is this an effective argument? Do you think that the opposite point of view could be as clearly supported as this point of view was?

## REVISION VIDEO WORKSHEET

### Discussion of Revision.

1. Who revises the most?
2. What is revision?
3. What really tells you how your writing is progressing?
4. What is necessary for good work in the end?
5. What is the purpose of a first draft?
6. Is it true that "Nothing is very good in the first draft?"
7. What is the real enemy of good writing?
8. What really constitutes good revision?
9. One effective way to write is ~~to~~?
10. What is your next step?

## HANDLING PROBLEMS OF REVISION

### Conjunctions

It is not unusual for students to have problems with transition – moving from one point to the next – Here are some examples of the types of relationships that can be conveyed by various words and phrases used as transition. Conjunctions and conjunctive adverbs are often used to describe relationships between thoughts.

Relationship	Types of Transitions		
<i>Time</i>	afterward first second soon concurrently subsequently then	after a few days again in the beginning at length shortly thereafter in the mean time at the same time	meanwhile before suddenly finally immediately while at the start
<i>Condition</i>	equally important then, too first of all furthermore still another	next also as well as first not only...but also	moreover and besides again in addition
<i>Place</i>	under near adjacent to below over	behind above nearby father away beyond	on top of opposite far from in the distance
<i>Contrast</i>	unlike but yet on the contrary	in contrast after all or on the other hand	however still nevertheless nor
<i>Comparison</i>	just as like	similar to identical to	likewise similarly
<i>Cause and effect</i>	thus subsequently	hence consequently	after as a result
<i>Conclusion</i>	thus therefore in summary	consequently in conclusion as a result	finally last of all then
<i>Repetition</i>	again as I have said	as has been noted in other words	to be sure
<i>Example</i>	for example in this instance	for instance	such as
<i>Purpose</i>	with this objective	for this purpose	to this end
<i>Emphasis</i>	in fact	in any event	indeed

### Exercise #1

Fill each blank with a transition that makes sense. Do not use any transition more than once.

1. Her memory is not very good \_\_\_\_\_ she retains the things that are important to her.
2. I cooked macaroni and cheese yesterday \_\_\_\_\_ I cooked spinach.
3. You may not use my car \_\_\_\_\_ you may not ride with me.
4. Sarah must enroll in college in three months \_\_\_\_\_ she must get a part-time job.
5. He has never been out of the state of Texas \_\_\_\_\_ he is very knowledgeable about the American states.
6. You must reciprocate every favor that I do for you \_\_\_\_\_ you should start doing so immediately.
7. The grass is not always greener on the other side \_\_\_\_\_ take the bird in the hand instead of two in the bush.
8. My aunt is a green-eyed monster \_\_\_\_\_ she has no friends.
9. The tile squares sparkled brightly \_\_\_\_\_ Jennifer was recognized for her hard work.
10. I will not concede to your demand \_\_\_\_\_ I will pretend not to hear them.



## Comma Splice and Fused Sentences

A run-on occurs when two complete sentences run together without a clear break between them. Run-ons that have no break at all are called fused sentences. Run-ons in which only a comma separates the two complete thoughts are called comma splices.

### Exercise #2

*We have discussed the problems with fragments (comma spliced sentences) and run-ons (fused sentences). Complete the following exercise as a review. Indicate in the blank where each sentence is a comma splice (CS), a fused sentence (FS) or correct (OK). Correct the faulty sentences.*

- \_\_\_\_\_ 1. Physics is a very difficult subject, English is easy.
- \_\_\_\_\_ 2. I'm cooking the dinner myself I know that it will be a disaster.
- \_\_\_\_\_ 3. James Baldwin wrote *Go tell It on the Mountain*, Charles Dickens wrote *David Copperfield*.
- \_\_\_\_\_ 4. He has traveled the same route for the past 20 years.
- \_\_\_\_\_ 5. Mark is a computer analyst, Marie is an Internet engineer.
- \_\_\_\_\_ 6. Captain John Paul Jones said, "I have not yet begun to fight," Benjamin Mays said, "The man who out thinks you rules you."
- \_\_\_\_\_ 7. The fax machine belongs to me the scanner belongs to my sister.
- \_\_\_\_\_ 8. It takes a lot of determination to complete a college degree it takes even more determination to complete a second one.
- \_\_\_\_\_ 9. He wrote an autobiography we think that most of the details are untrue.
- \_\_\_\_\_ 10. The Waterford crystal was beautiful, the Lenox china enhanced it.

## Parallelism

Parallelism or parallel form is putting similar ideas together in similar form. Parallelism requires that two or more similar words, phrases, or clauses that serve the same function be presented in exactly the same way.

### Exercise #3

*In all but two groups of the words listed below there is one item in the group of words that does not match the others in parallel form. Change each incorrect item to parallel form. Write the correct answers in the blank. Write OK if the words in the group are parallel.*

1. basking in the sun, swimming in the lake, at spectators \_\_\_\_\_
2. fish, swimming, bowling \_\_\_\_\_
3. beautiful painting, quaint houses, restaurants \_\_\_\_\_
4. around the barn, through the meadow, the hill \_\_\_\_\_
5. smiling, jumped, laughed \_\_\_\_\_
6. up-to-date movies, out-of-date book, dead-end street \_\_\_\_\_
7. typist, journalist, guitarist \_\_\_\_\_
8. articulating, intelligent, witty \_\_\_\_\_
9. prompt, dependable, courtesy \_\_\_\_\_
10. economically, politically, physical \_\_\_\_\_

## Dangling and Misplaced Modifiers

A dangling modifier is a modifying phrase or clause that does not clearly and sensibly modify a word in the sentence.

A misplaced modifier is a modifier that does have something in the sentence to modify, but it is in the wrong place so that it seems to modify something that you do not mean to modify.

The essential difference between a dangling modifier and a misplaced modifier is that a dangling modifier cannot fit logically anywhere in the sentence, but the misplaced modifier does not belong where it is placed in the sentence and needs to be moved.

### Exercise #4

*If it is a Misplaced Modifier put MM in the space provided. If it is a Dangling Modifier put DM. If the sentence is correct put OK in the space. Then correct the sentence.*

- \_\_\_\_\_ 1. Mother served spaghetti to Karen and me, loaded with garlic and tomato sauce.  
\_\_\_\_\_
- \_\_\_\_\_ 2. Waiting for the latest news forecast, the television broke.  
\_\_\_\_\_
- \_\_\_\_\_ 3. After boiling for eight minutes, my aunt put the potatoes in the strainer.  
\_\_\_\_\_
- \_\_\_\_\_ 4. Trying to remember my lines, my heart pounded furiously.  
\_\_\_\_\_
- \_\_\_\_\_ 5. *After eating 40 finger sandwiches, the hostess asked us to save* some for the other guests.  
\_\_\_\_\_
- \_\_\_\_\_ 6. Although very well constructed, Mama lives in an old antiquated house.  
\_\_\_\_\_
- \_\_\_\_\_ 7. Before leaving work, my computer drawings were perfect.  
\_\_\_\_\_
- \_\_\_\_\_ 8. After cooking dinner, the telephone rang.  
\_\_\_\_\_
- \_\_\_\_\_ 9. Flying at half-mast, my heart grew sad when I saw the flag.  
\_\_\_\_\_
- \_\_\_\_\_ 10. A dead turtle was brought to camp by a Girl Scout 12 inches long.  
\_\_\_\_\_  
\_\_\_\_\_

### Passive and Active Voice

Whenever possible make sure your sentence is written in active voice. If the subject of the sentence is doing the action of the sentence, it is said to be in active voice. If the subject of the sentence is the receiver of the action, it is said to be passive voice.

Three indication that you are using passive voice are:

1. Passive voice contains a form of the “be” verb.
2. Passive voice usually has a verb ending in “en” or “ed”.
3. When you reach the verb and you still don’t know who did the action you are in passive voice.

### Exercise #5

*Convert the following sentences to active voice:*

1. The processing software was misplaced by the programers.  
\_\_\_\_\_  
\_\_\_\_\_
2. Revision strategies were provided by her English teacher.  
\_\_\_\_\_  
\_\_\_\_\_
3. Research may be conducted by only technically qualified personnel.  
\_\_\_\_\_  
\_\_\_\_\_

*Audience Awareness*

Message Blundered:

It is the summer of 1878, and a U.S. Cavalry column is winding through the eastern Montana hills. In the distance, a messenger appears.

The messenger is John Martin a trumpeter for the Seventh Cavalry "B" Troop. The message is from the column commander.

The message reads:

*Benteen---*

*Big village. Be quick. Bring packs.*

*PS. Bring packs.*

Who wrote the message?

What was the result?



## EFFECTIVE RESEARCH

Second, Primary Research is required for thorough development of your papers in this class. This kind of research is often called Field Research.

The basic types of primary research are observations, interviews and questionnaires.

Observations require that you gain access. If the place you propose to visit is public you will probably have easy access. However if you want to visit a place of business or a private enterprise you will need to make special arrangements.

Take your tools with you. Take a notebook or a tape recorder. You will want to keep excellent notes to use later in your writing.

Be sure to pay attention to the setting, the people and your personal reactions to the observation. Those kinds of details can add richness to your writing.

Interviews tend to involve 4 basic steps.

1. Planning and setting up the interview.

You might be surprised at how easy it is to gain access to busy and important people when you announce your intentions. Many people are very interested in helping students how find their work important.

2. Developing significant questions and notetaking

Never go unprepared. Think about the questions you want to ask and how you will record the response before you leave. Time is valuable and not planing ahead makes you look unprepared and wastes the time of the person you choose to interview.

3. Reflecting on the interview

Take time to go over your notes and consider the setting, the people, and the details of the experience. There is more to understanding an interview than simply interpreting "what is said" in an interview.

4. Writing up your notes.

Write up your notes and consider your paper as soon as you can. Write things down. You are sure you won't forget--but all too soon you do.

Questionnaires are also effective

They let you survey the attitudes or knowledge of large numbers of people. But you need to consider the bias and limitations of questionnaires. Be careful in writing the questions and how and where you administer the it.

Also recognize the limitations of the results. Your interpretations can effect the outcome as much as the questions themselves.

## Website Evaluation

After you visit a website, use the following criteria to evaluate it.

- 4-Very good    1-Very poor  
 3-Good        0-Can't assess  
 2-Poor

Name \_\_\_\_\_

Topic \_\_\_\_\_

Criteria		A	B	C	D	E	F
Authority	Is authors' name, title, expertise clearly stated? (Check the domain-.edu, .gov, .com)						
Purpose	What is the purpose of the site? -Did the site provide the information you needed?						
Currency	Is the information up to date?						
Accuracy	Are statements supported by facts?						
Coverage	Is the topic covered in depth? Broadly?						
Objectivity	Does the site present more than one view of the topic?						
Access	Did links to related sites work? (No special software needed to access the site.)						
Design	Was the information organized in a way that was easy to understand and use?						
URL Addresses:							

**TOTAL SCORE:** (Add the numbers in each column - the closer to 32, the better the site.)

A \_\_\_\_\_

B \_\_\_\_\_

C \_\_\_\_\_

D \_\_\_\_\_

E \_\_\_\_\_

F \_\_\_\_\_



# EFFECTIVE MLA CITATION

## MLA (Modern Language Association) Style Information

### Title and identification.

A title page is not necessary in MLA. Students may use a title page if they would like. However, the paper still requires a 4 line heading. Against the left margin one inch from the top of the paper, place your name, the instructor's name, the course name and number, and the date on separate lines. Double spaced.

### Margins and spacing.

Leave margins of one inch at the top, bottom, and sides of the pages.

Double space the paper straight through including the heading and the works cited page.

### Pagination.

Using arabic numeral, number all pages at the upper right corner, one-half inch below the top edge. Put your last name before each page number for clear identification in case pages are misplaced.

### Works cited page.

MLA papers require a works cited page. Every citation in the paper must be represented on the works cited page. Every entry on the works cited page must have a parenthetical citation in the text.

### Works Consulted and Appendix.

Students may use a works consulted page if there is information they use for research but don't cite in the paper. Students may also use an appendix if one is needed, but neither is required.

### Page count.

Title pages, works cited, works consulted, or appendix sheets do not count toward the total page count. Students are welcome to use pictures or graphs that will enhance the paper but those pages do not count toward the total text page count.

### Sample pages

Sample Title Page

Your Name  
Instructor's Name  
Course Name and Number  
Date

Title

This is a sample title page. It contains the student's name, instructor's name, course name and number, date, and title. The text is double-spaced and the margins are one inch.

Sample Works Cited Page

This is a sample works cited page. It contains a list of citations in MLA format. The text is double-spaced and the margins are one inch.

Sample Works Consulted Page

This is a sample works consulted page. It contains a list of citations in MLA format. The text is double-spaced and the margins are one inch.

## MLA (Modern Language Association) STYLE INFORMATION

Taken from St. Martin's Guide To Writing -Rise B. Axelrod and Charles R. Cooper

Writers commonly use sources by quoting directly as well as by paraphrasing and summarizing. **AS A GENERAL RULE QUOTE ONLY WHEN YOUR SOURCE'S LANGUAGE IS PARTICULARLY VIVID, MEMORABLE OR WELL KNOWN, OR WHEN YOUR SOURCE IS SO RESPECTED BY YOUR READERS THAT QUOTING WOULD LEND AUTHORITY TO YOUR WRITING.** If paraphrasing will do the job, it is preferable to paraphrase or summarize rather than quote.

### SOME TIPS FOR QUOTING

*Quotations should duplicate the source exactly. If the sources has an error, copy it and add the Latin word sic in brackets immediately after the error to indicate that it is not yours but your source's:*

According to a recent newspaper article, "Plagiarism [sic] is a problem among journalists and scholars as well as students" (Brown 6).

*You can change quotations (1) to emphasize particular words by underlining them or italicizing them, (2) to omit irrelevant information or to make the quotation conform grammatically to your sentence by using ellipses, and (3) to insert information by using brackets.*

- (1) "Adolescent who fail to receive guidance, affection and concern from parents-whether by parental inattention or absence-are likely to rely heavily on peers for emotional gratification, advice, and companionship, to anticipate a relatively unrewarding future, and to engage in antisocial activities" (Brown 6)(emphasis added).
- (2) Hermoine Roddice is described in Lawrence's *Women in Love* as a "woman of the new school, full of intellectuality and. . .nerve-worn with consciousness" (17).

Grimaldi's recent commentary on Aristotle contends that for Aristotle like dialectic had "no limited and unique subject matter upon which it must be exercised. . ."(6).

- (3) Any unfaithfulness is, as the candidate phrased it, "between me and Lee [his wife] and me and God"(Lee 12).

*When introducing a source for the first time it is important to inform your reader who the author is and where the information is being quoted from. If the quote is three lines or less it should be incorporated into the body of your work.*

*Please note that longer quotes utilize a colon(:), while shorter quotes utilize a comma(,) followed by quotation marks(""). After the initial introduction of the author it is not always necessary to formally introduce the author again. You may simply identify him by his last name and by the page number after the quote.*



*A quotation may either be integrated into the text by enclosing it in quotation marks or set off from the text in a block without quotation marks.*

*At the Beginning*

"To live a life is not to cross a field," she quotes Pasternak at the beginning of her narrative (11), not acknowledging that she is in fact quoting Lowell's translation of Pasternack.

*In the Middle*

She begins and ends by speaking of the need of woman writer to have "money and a room of her own" (Banks 4) an idea that certainly spoke to Plath's condition, especially in her impoverished and harassed last six months.

*At the End*

In The Second Sex, Simone de Beauvoir has described such an experience as one in which the girl "becomes as object, and she sees herself as object" (117).

*Or Divided by Your Own Words*

"Science usually prefers the literal to the nonliteral term," Kinneavy writes, "-that is, figures of speech are often out of place in science" (177).

*Long Quotations*

*If the quoted information is three lines or more and but still contributes significantly to your thesis it should be indented ten spaces from the left margin and double-spaced. Do not enclose the passage within quotation marks.*

In "A Literary Legacy from Dunbar to Baraka," Margaret Walker says of Paul Lawrence Dunbar's dialect poems:

He realized that the write world in the United States tolerated his literary genius only because of his "jingles in a broken tongue," and they found the old "darky" tales and speech amusing and within the vein of folklore into which they wished to classify all Negro life. This troubled Dunbar because he realized that white America was denigrating him as a writer and as a man. (70)

*PARAPHRASING AND SUMMARIZING*

*In addition to quoting sources, material may also be summarized or paraphrased. This allows the writer to use the source information but to present it in their own words.*

*Summary-* For an industry that says it already loses one and a half billion dollars annually to people who copy music from their friends, the record industry is fearful of that number growing astronomically (Buell 112).

*Paraphrasing-*

William Faulkner, for example, had been working as a janitor and as a deckhand on a fishing boat in Mississippi while writing The Sound and the Fury and As I Lay Dying. When Sanctuary was published in 1931, he attended some New York literary parties, at one of which Tallulah Bankhead asked him to write a picture for her. The idea so appealed to him that he apparently began writing a screenplay immediately (Kawin 70-72).

## *PARENTHETICAL CITATION IN THE TEXT*

*Citation if the author is not cited in the text of the paper.*

Dr. James is described as a "not-too-skeletal Ichabod Crane" (Simon 68).

*Citation if the author's name is cited in the text of the paper.*

Simon describes Dr. James as a "not-too-skeletal Ichabod Crane" (68).

*Citation of a work with multiple authors.*

Dyal, Corning, and Willows identify several types of students, including the "Authority-Rebel" (4).

The Authority-Rebel "tends to see himself as superior to other students in the class" (Dyal, Corning, and Willows 4).

*If the citation has more than three authors it is cited*

The Authority-Rebel "tends to see himself as superior to other students in the class" (Dyal et al 4).

*If the citation has two authors cited*

When old paint becomes transparent, it sometimes shows the artist's original plans: "a tree will show through a woman's dress" (Hellman and Rogers 8).

*Citation from a work when you have two or more of the same authors's works on your Works Cited page.*

When old paint becomes transparent, it sometimes shows the artist's original plans: "a tree will show through a woman's dress" (Hellman, Pentimento 4).

*Citation for a personal interview*

Education is a valuable tool. "It is the single most important factor in predicting success" (Jones Interview).

*Citation for an unauthored work.*

An international pollution treaty still to be ratified would prohibit all plastic garbage from being dumped at sea ("Awash" 26).

*Citation of material taken not from the original but from a secondary source that quotes the original.*

E. M. Forster says "the collapse of all civilization, so realistic for us, sounded in [Matthew Arnold's] ears like a distant and harmonious cataract" (qtd. in Trilling 110).

These are the most common Works Cited entries listed in the text, *Writing About Diversity*, page 734.

As a rule the citation should be: Author, Title of the article, Book or Periodical, City of Publication, Publisher, Date. (Pages if Applicable)

**A Book With One Author**

Rose, Kathleen. Socialization and the Inner City. Los Angeles:Embassy. 1997.

**Two or More Books By The Same Author**

Rose, Kathleen. Socialization and the Inner City. Los Angeles:Embassy. 1997.

----. Dropping Out: Alternatives to Academic Careers. New York: Leisure, 1998.

**A Book By Two Authors**

Johnson, William, and Marilyn Reid. Emancipating Your Children. Berkeley: Dome, 1995.

**A Book With Three Authors**

Agassi, Arnold, Jerome Connors, and Malcolm McEnroe. Tennis Etiquette. London: Hillman, 1994.

**A Book With Four Or More Authors**

Dessing, Harmon, et al. The Fear Of Intimacy. Los Angeles: Coward, 1995.

**A Reading That Is Part Of An Anthology Or Collection**

Stearns, Eliot. "Can Notes Elucidate Meaning?" Understanding Poetry.

Ed. Edward Pound. 3<sup>rd</sup>. Ed. London: Cryptic Books, 1992. 3-24.

**An Introduction, Preface, Foreword, or Afterword**

Simpson, Part. Introduction. Life Is Unfair. By Homer Simpson. Los Angeles: Larson Books, 1991. i-ix.

**A Monthly Magazine**

Hoss, Dirk. "How Old Is Too Young?" Maturity May 1990: 21-23.

**A Weekly Magazine**

Joseph, James. "Hands-On Experiences." Volunteer 6 Sept. 1992: 19-23.

**Newspaper Entries**

Reid, Anne. "Dining Out Will Save Your Marriage." San Francisco Chronicle

22 Jan 1997: A23+.



The following are common entries not included in the text.

**Maps and Charts**

Canada. Map. Chicago: Rand, 1987.

Grammar and Punctuation. Chart. Grand Haven: School Zone, 1980.

**Cartoon**

Booth, George. Cartoon. New Yorker 13 April 1987: 25.

**Manuscripts and typescripts**

Smith, John. "Shakespeare's Dark Lady." Unpublished essay. 1983.

American Cancer Society. "Cancer Facts Sheet." Unpublished Information. 1992.

**Film or Video Tape**

The Night Of The Hunter. Dir. Charles Laughton. With Robert Mitchum, Shelley Winters, and Lillian Gish. United Artists, 1955.

**Television or Radio Program**

Hill Street Blues. Writ. Michael Kozoll and Stephen Bhoco. With Daniel J. Travanti, Joe Spano, and Charles Haid. NBC. WNBC. New York. 15 Jan. 1981.

**An Artistic Work**

Munch, Edvard. The Cry. Museum of Fine Arts. Boston.

**WWW Sites (World Wide Web)**

Burka, Lauren P. "A Hypertext History of Multi-user Dimension." June 2003. 5 Oct 2005 <<http://www.apocalypse.org/pub/u/lpb/muddex/essay/>>.

**E-mail Citation**

Thomas, Barry. "Virtual Reality." Personal e-mail (25 Jan. 1995).

**Pamphlet or Government Publication**

United States. Dept. Of the Interior. National Park Service. Apes learn to Speak. Washington: GPO, 1989.

**Personal Interview**

Edwards, John. Personal interview. 23 March 1999.



Works Cited

- Bower, Bruce. "Kanzi Extends his Speech Reach." Science News 27 Aug. 1988: 140.
- Burton, Theresa. Personal Interview. 6 Nov. 1989.
- Burka, Lauren P. "History of the Great Ape." The MUDdex. 1990.  
[Http://www.chimpanzie.org/pub/u/lpb/muddex/essay/](http://www.chimpanzie.org/pub/u/lpb/muddex/essay/) (5 May 1990).
- Crail, Ted. Apetalk and Whalespeak. Los Angeles: Tarcher Press, 1981.
- Davis, Flora. Eloquent Animals: A Study in Animal Communication. New York: Coward Publishing, 1978.
- Eckholm, Erik. "Kanzi the Chimp: A Life in Science," New York Times 25 June 1985,  
Local ed.: C1+.
- . "Pygmy Chimp Readily Learns Language Skill." New York Times 24 June 1985,  
local ed.: A1+
- Patterson, Francine, and Eugene Linden. The Education of Koko. New York: Holt, 1981.
- Savage-Rumbaugh, Sue, et al. "Spontaneous Symbol Acquisition and Communicative Use by  
Pygmy Chimpanzees (Pan paniscus)." Journal of Experimental Psychology 115 (1986):  
211-35.
- Seyfarth, Robert M. "Talking with Monkeys and Great Apes." International Wildlife  
Mar.-Apr. 1982: 13-18.
- Terrace, H. S. Nim. New York: Knopf, 1979.
- Terrace, H. S., et al. "Can an Ape Create a Sentence?" Science 206 (1979): 891-902.

## MLA CITATION WORKSHEET

### MLA Response Worksheet

1. Write out a works cited citation for a book:
2. Write out a works cited citation for a daily newspaper:
3. Write out a works cited citation for an interview:
4. Write out a works cited citation for a web cite:
5. Show a parenthetical citation for an interview:
6. Show a parenthetical citation for a newspaper:
7. Show a parenthetical citation for a web cite:
8. What is the heading for an MLA paper?
9. How is the page numbering done in an MLA paper?
10. Where is the MLA paper double spaced?